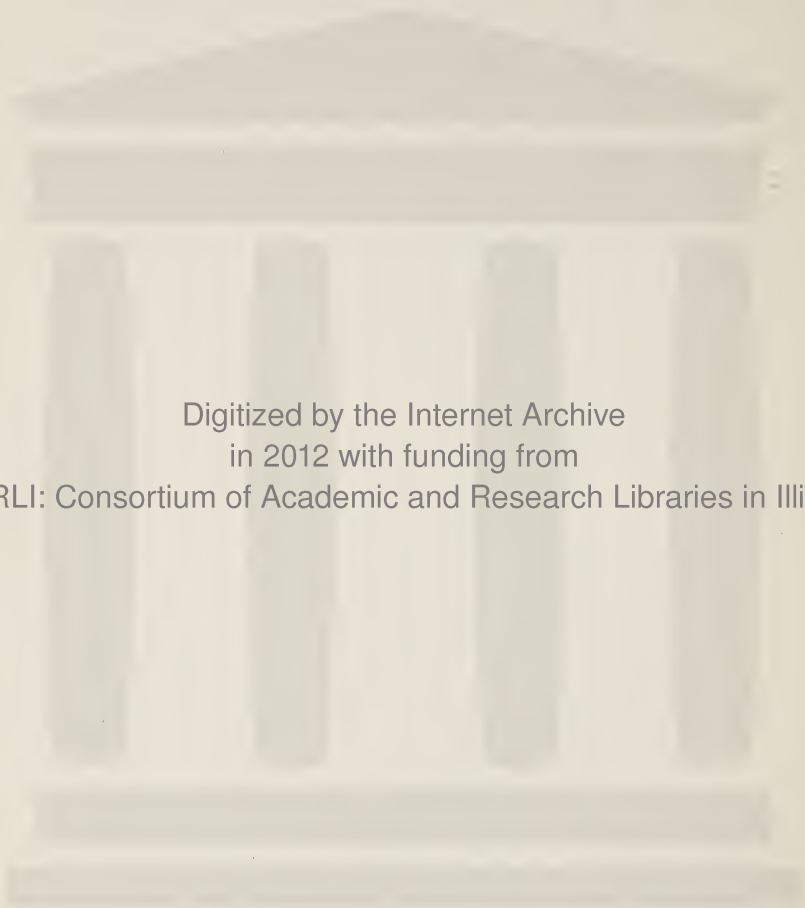
Illinois State Normal University Bulletin

THE GRADUATE SCHOOL

1955-1956



Digitized by the Internet Archive
in 2012 with funding from
CARLI: Consortium of Academic and Research Libraries in Illinois

http://archive.org/details/coursecataloggr195556illi

VOLUME LIII JANUARY, 1955 NUMBER 250

STATE OF ILLINOIS
Land of Lincoln

WILLIAM G. STRATTON
Governor

Illinois State Normal University Bulletin

GRADUATE SCHOOL ISSUE

1955 - 1956

Published Bi-Monthly by the
ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

Entered as second-class matter at the post office at Normal, Illinois, under the Act of Congress of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917.
[Printed by authority of the State of Illinois]

STATE OF ILLINOIS

WILLIAM G. STRATTON
Governor

THE TEACHERS COLLEGE BOARD

MR. LEWIS M. WALKER (Gilman) ..... Chairman
MR. ROYAL A. STIPES, JR. (Champaign) ..... Vice-Chairman
MR. CHARLES G. LANPHIER (Springfield) ..... Secretary

Appointed Members

1953-1955

MR. J. ARTHUR HOULE, JR. ..... Hinsdale
MR. ALEXANDER SUMMERS ..... Mattoon
MR. CHAUNCEY B. WATSON, SR. ..... DeKalb

1953-1957

MR. CARL DUNBAR ..... Macomb
DR. WILLIAN C. REAVIS ..... Chicago
MR. CLARENCE ROPP ..... Normal

1953-1959

MRS. HARRIET LOWDEN MADLENER ..... Oregon
MR. ROYAL A. STIPES, JR. ..... Champaign
MR. LEWIS M. WALKER ..... Gilman

Ex-Officio Members

DR. VERNON L. NICKELL, Superintendent of Public Instruction ..... Springfield
MR. MORTON H. HOLLINGSWORTH, Director of Finance ..... Springfield

---

DR. RICHARD G. BROWNE, Educational Coordinator ..... Springfield
MR. CHARLES G. LANPHIER, Financial Coordinator ..... Springfield

Illinois State Normal University is governed by the Teachers College Board. The Board consists of nine members appointed by the governor for terms of six years, with two ex-officio members designated by law. An Educational Coordinator and a Financial Coordinator are employees of the Teachers College Board and elected by the Board for specified terms. The Teachers College Board is the governing body for the four state teachers colleges of Illinois.

UNIVERSITY CALENDAR

For Graduate Students

Eight Week Summer Session, 1955

Monday, June 20—Opening of and registration for eight-week session
Tuesday, June 21—Classes begin
Tuesday-Thursday, June 28-30—Social Science Conference
Monday, July 4—Independence Day holiday
Tuesday-Thursday, July 12-14—Education Conference and Exhibit
Thursday and Friday, July 28 and 29—Special Education Conference
Tuesday, August 2—Last day for filing thesis or research project for candidates for the M.S. in Ed. degree August 12
Thursday and Friday, August 11 and 12—Final Examinations
Friday, August 12—Commencement, 3:00 p.m.

Post Summer Session, 1955

Monday, August 15—Opening of and registration for post session
September 2, Friday—Post session ends

First Semester, 1955

Monday, September 12—Opening of first semester
Tuesday, September 13—Registration for late afternoon, evening, and Saturday classes, Milner Library, 7:30 p.m.
Wednesday and Thursday, September 14 and 15—Registration, according to a printed schedule
Friday, September 16—Classes begin
Monday, October 10—Illinois Education Association Central Division Meeting; campus and affiliated schools not in session
Friday and Saturday, October 21 and 22—Homecoming
Wednesday, November 23—Thanksgiving vacation begins, 12:00 noon
Monday, November 28—Classes resume
Saturday, December 17—Christmas vacation begins after scheduled classes
Tuesday, January 3—Classes resume
Monday-Thursday, January 23-26—Final examinations
Friday, January 27—First semester ends

Second Semester, 1956

Monday, January 30—Opening of second semester
Monday, January 30—Registration for late afternoon, evening, and Saturday classes, Milner Library, 7:30 p.m.
Tuesday and Wednesday, January 31 and February 1—Registration, according to a printed schedule
Thursday, February 2—Classes begin
Saturday, March 24—Spring vacation begins after scheduled classes
Tuesday, April 3—Classes resume
Tuesday, May 29—Last day for filing thesis or research project for candidates for the M.S. in Ed. degree June 9
Wednesday, May 30—Memorial Day holiday
Monday-Thursday, June 4-7—Final examinations
Friday, June 8—Second semester ends
Saturday, June 9—University Commencement, 3:30 p.m.

Eight Week Summer Session, 1956

Monday ,June 18—Opening of and registration for eight week session
Friday, August 10—Eight week session ends; Commencement

ADMINISTRATION

ADMINISTRATIVE COUNCIL

RAYMOND WILBER FAIRCHILD, Ph.D., LL.D., (1933)*	President of the University; Chairman
ARTHUR HOFF LARSEN, Ph.D., (1935)	Dean of the University, Acting President Director of the Summer Session; Professor of Education; Vice Chairman
ELSIE BRENNEMAN, M.A., (1927)	Director of Admissions; Secretary
JOHN WESLEY CARRINGTON, Ph.D., (1933)	Director of Laboratory School Experiences Professor of Education
ANNA LUCILE KEATON, Ph.D., (1937)	Dean of Women Associate Professor of English
RALPH HARLAN LINKINS, A.M., (1917)	Dean of Men Associate Professor of Biological Science
STANLEY K. NORTON, Ph.D., (1948)	Assistant Dean of Men Associate Professor of Education
ISABELLE TERRILL, A.M., (1949)	Assistant Dean of Women Director of Fell Hall; Instructor in Music
BJARNE R. ULLSVIK, Ph.D., (1945)	Administrative Assistant to the President; Professor of Mathematics

*Figures in parentheses indicate year of first employment in this University.

GRADUATE COUNCIL

*ARTHUR H. LARSEN, Dean of the University, Chairman
*ELSIE BRENNEMAN, Director of Admissions, Secretary
*R. W. FAIRCHILD, President of the University
JOHN W. CARRINGTON, Director of Laboratory School Experiences
FLORENCE DAVIS, Head of the Department of Home Economics
CHRIS A. DE YOUNG, Head of the Department of Education and Psychology
ESTHER FRENCH, Head of the Department of Health and Physical Education for Women
R. U. GOODING, Head of the Department of Physical Science
HERBERT R. HIETT, Head of the Department of English
F. LINCOLN D. HOLMES, Head of the Department of Speech
F. LOUIS HOOVER, Head of the Department of Art
CLIFFORD E. HORTON, Director of the Division of Health and Physical Education
J. A. KINNEMAN, Head of the Department of Social Science
ESTHER KIRCHHOEFER, Registrar
EMMA R. KNUDSON, Head of the Department of Music
E. M. R. LAMKEY, Head of the Department of Biological Science
CLYDE T. McCORMICK, Acting Head of the Department of Mathematics
HELEN M. NANCE, Director of the Division of Elementary Education
ROSE. E. PARKER, Director of the Division of Special Education
R. M. STOMBAUGH, Head of the Department of Industrial Arts
HERMAN R. TIEDEMAN, Chairman, Committee on Research
LEWIS R. TOLL, Head of the Department of Business Education
A. W. WATTERSON, Head of the Department of Geography
ELEANOR W. WELCH, Director of Libraries
JENNIE A. WHITTEN, Head of the Department of Foreign Languages

* Constitute the Executive Committee of the Council.

FACULTY

*RAYMOND W. FAIRCHILD, Ph.D., LL.D., (1933)	President of the University Chairman of the Faculty
ARTHUR HOFF LARSEN, Ph.D., (1935)	Dean of the University, Acting President Vice Chairman of the Faculty
ELSIE BRENNEMAN, M.A., (1927)	Director of Admissions Secretary of the Faculty

---

WILLIAM D. ASHBROOK, Ph.D., (1947)	Associate Professor of Industrial Arts
G. BRADFORD BARBER, Ph.D., (1944)	Associate Professor of Speech
*GLADYS L. BARTLE, Ph.D., (1930)	Associate Professor of Art
FRANCIS B. BELSHE, Ph.D., (1948)	Associate Professor of Education
DOUGLAS R. BEY, Ph.D., (1944)	Assistant Professor of Mathematics
FRANCIS R. BROWN, Ed.D., (1949)	Assistant Professor of Mathematics
*RICHARD GIBBS BROWNE, Ph.D., (1928)	Professor of Social Science
*ROSE BURGESS BUEHLER, Ed.D., (1930)	Associate Professor of Education
JOHN WESLEY CARRINGTON, Ph.D., (1933)	Director of Laboratory School Experiences Professor of Education
*HELEN M. CAVANAGH, Ph.D., (1946)	Professor of Social Science
MARGUERITE REGINA CONNELL, Ed.D., (1928)	Associate Professor of Foreign Languages
GEORGE CONRAD, Ed.D., (1949)	Associate Professor of Art
BERNICE COOPER, Ph.D., (1944)	Professor of Health and Physical Education
DE VERNE H. DALLUGE, Ed.D., (1947)	Associate Professor of Physical Science
FLORENCE DAVIS, Ph.D., (1952)	Professor of Home Economics Director of the Division of Home Economics Education Head of the Department of Home Economics
WILLIAM I. DE WEES, Ed.D., (1937)	Associate Professor of Education
**CHRIS A. DE YOUNG, Ph.D., LL.D., (1934)	Professor of Education Director of the Division of Secondary Education Head of the Department of Education and Psychology
ELEANOR DILKS, Ph.D., (1952)	Associate Professor of Biological Science
CLAUDE M. DILLINGER, Ph.D., (1944)	Professor of Psychology
*MARIE M. DIRKS, Ph.D., (1946)	Professor of Home Economics
LEO E. EASTMAN, Ed.D., (1954)	Assistant Professor of Education
DORATHY ECKELMANN, Ph.D., (1945)	Associate Professor of Speech
ALICE M. EIKENBERRY, Ed.D., (1945)	Associate Professor of the Teaching of Social Science
RAYMOND W. ESWORTHY, Ph.D., (1949)	Associate Professor of Business Education
G. HARLOWE EVANS, Ph.D., (1946)	Associate Professor of Physical Science
DOROTHY E. FENSHOLT, Ph.D., (1951)	Assistant Professor of Biological Science
HOWARD I. FIELDING, Ph.D., (1944)	Professor of English
ESTHER L. FRENCH, Ph.D., (1944)	Professor of Health and Physical Education Head of the Department of Health and Physical Education for Women
BERNICE GERTRUDE FREY, Ph.D., 1930)	Professor of Health and Physical Education
RUTH M. FREYBERGER, Ed.D., (1951)	Associate Professor of Art
HAROLD E. GIBSON, Ed.D., (1950)	Professor of Education Director of the Bureau of Appointments
ARLEY FREDERICK GILLETT, P.E.D., (1944)	Assistant Professor of Health and Physical Education
VICTOR E. GIMMESTAD, Ph.D., (1948)	Associate Professor of English
F. RUSSELL GLASENER, Ph.D., (1935)	Professor of Social Science
RALPH U. GOODING, Ph.D., (1931)	Professor of Physical Science Head of the Department of Physical Science
MIRIAM GRAY, Ed.D., (1946)	Associate Professor of Health and Physical Education
NINA E. GRAY, Ph.D., (1935)	Professor of Biological Science
ESTHER M. GRIFFITH, Ph.D., (1947)	Associate Professor of Physical Science
EDNA MAY GUEFFROY, Ph.D., (1929)	Professor of Geography
JEANNETTE GUND, Ph.D., (1953)	Assistant Professor of Health and Physical Education

---

* Leave of absence 1954-55 school year.

** Leave of absence second semester 1954-55 school year.

GERTRUDE M. HALL, Ed.D., (1936)	Associate Professor of Education Director of Publicity
CLARENCE W. HARDY, M.D., (1953)	Director of University Health Service
ARLAN C. HELGESON, Ph.D., (1951)	Assistant Professor of Social Science
RUTH HENLINE, Ph.D., (1926)	Professor of English
HERBERT REYNOLDS HIETT, Ph.D., (1937)	Professor of English Head of the Department of English
EUGENE LEONARD HILL, Ed.D., (1930)	Associate Professor of Health and Physical Education
F. LINCOLN D. HOLMES, Ph.D., (1935)	Professor of Speech Director of the Division of Speech Education Head of the Department of Speech
F. LOUIS HOOVER, Ed.D., (1944)	Professor of Art Director of the Division of Art Education Head of the Department of Art
CLIFFORD EMORY HORTON, Ed.D., (1923)	Professor of Health and Physical Education Director of the Division of Health and Physical Education Head of the Department of Health and Physical Education for Men
CHRISTINE P. INGRAM, Ed.D., (1949)	Professor of Education
LESLIE M. ISTED, Ph.D., (1940)	Associate Professor of Music
MILFORD C. JOCHUMS, Ph.D., (1948)	Associate Professor of English
BLOSSOM JOHNSON, Ed.D., (1945)	Associate Professor of Home Economics
ANNA LUCILE KEATON, Ph.D., (1937)	Associate Professor of English Dean of Women
BENJAMIN J. KEELEY, Ph.D., (1952)	Assistant Professor of Social Science
JOHN A. KINNEMAN, Ph.D., (1927)	Professor of Social Science Head of the Department of Social Science
EMMA R. KNUDSON, Ph.D., (1934)	Professor of Music Director of the Division of Music Education Head of the Department of Music
HAROLD F. KOEPKE, Ph.D., (1934)	Professor of Business Education
CLARENCE H. KURTH, Ed.D., (1951)	Assistant Professor of Education
ERNEST M. R. LAMKEY, Ph.D., (1927)	Professor of Biological Science Head of the Department of Biological Science
CECILIA J. LAUBY, Ed.D., (1949)	Associate Professor of Education Coordinator of Off-Campus Student Teaching
ELDEN A. LICHTY, Ed.D., (1945)	Professor of Education
HARRY D. LOVELASS, Ed.D., (1946)	Professor of Psychology Principal of University High School
WILLIAM R. LUECK, Ph.D., (1936)	Professor of Education
HELEN E. MARSHALL, Ph.D., (1935)	Professor of Social Science
J. LOUIS MARTENS, Ph.D., (1947)	Associate Professor of Biological Science
STANLEY S. MARZOLF, Ph.D., (1937)	Professor of Psychology
CLYDE T. MC CORMICK, Ph.D., (1944)	Professor of Mathematics Acting Head of the Department of Mathematics
*WALLACE E. MC INTYRE, Ph.D., (1951)	Associate Professor of Geography
RALPH A. MICKEN, Ph.D., (1949)	Professor of Speech
LEE WALLACE MILLER, Ph.D., (1935)	Professor of Biological Science Director of University Field Services
MARION G. MILLER, Ph.D., (1937)	Associate Professor of Art
MURRAY LINCOLN MILLER, Ph.D., (1950)	Associate Professor of Education Director of Audio-Visual Education
ROBERT H. MOORE, Ph.D., (1952)	Associate Professor of Education
HELEN M. NANCE, Ph.D., (1954)	Professor of Education Director of the Division of Elementary Education
STANLEY K. NORTON, Ph.D., (1948)	Associate Professor of Education Assistant Dean of Men
BURTON L. O'CONNOR, Ed.D., (1937)	Associate Professor of the Teaching of Health and Physical Education Director of University High School Athletics
GERDA OKERLUND, Ph.D., (1931)	Professor of English
ROSE ETOILE PARKER, Ph.D., (1931)	Professor of Education Director of the Division of Special Education
HENRI R. PEARCY, Ph.D., (1940)	Associate Professor of Social Science
HARLAN W. PEITHMAN, Ed.D., (1937)	Professor of Music
MARGARET KATHERINE PETERS, Ed.D., (1930)	Associate Professor of Business Education
MARVIN H. PLATZ, Ed.D., (1954)	Assistant Professor of Education
EARL A. REITAN, Ph.D., (1954)	Instructor in Social Science

* Leave of absence 1954-55 school year.

VERNON L. REPLOGLE, Ed.D., (1950) — Associate Professor of Education; Principal of Metcalf Elementary School

JOHN L. REUSSER, Ph.D., (1944) — Associate Professor of Education; Principal of Illinois Soldiers' and Sailors' Children's School

E. IONE RHYMER, Ph.D., (1954) — Associate Professor of iBological Science

DONALD T. RIES, Ph.D., (1946) — Associate Professor of Biological Science

T. E. RINE, Ph.D., (1941) — Associate Professor of Mathematics

THEODORE SANDS, Ph.D., (1950) — Associate Professor of Social Science

ROBERT S. SCHMIDT, Ph.D., (1954) — Assistant Professor of Biological Science

MARY C. SERRA, Ph.D., (1951) — Associate Professor of Education

GWEN SMITH, Ph.D., (1946) — Associate Professor of Health and Physical Education

CLARENCE W. SORENSEN, Ph.D., (1949) — Associate Professor of Geography

FRED S. SORRENSON, Ph.D., (1920) — Professor of Speech

IRWIN SPECTOR, Ph.D., (1948) — Associate Professor of Music

RAY M. STOMBAUGH, Ph.D., (1935) — Professor of Industrial Arts; Director of the Division of Industrial Arts Education; Head of the Department of Industrial Arts

*LUCY LUCILE TASHER, J.D., Ph.D., (1935) — Associate Professor of Social Science

GLENN J. TAYLOR, Ph.D., (1950) — Professor of Speech

HERMAN R. TIEDEMAN, Ph.D., (1946) — Professor of Psychology

LEWIS R. TOLL, Ed.D., (1947) — Professor of Business Education; Director of the Division of Business Education; Head of the Department of Business Education

BJARNE R. ULLSVIK, Ph.D., (1945) — Professor of Mathematics; Administrative Assistant to the President

DALE B. VETTER, Ph.D., (1941) — Professor of English

ESTHER VINSON, Ph.D., (1926) — Associate Professor of English

ARTHUR WELDON WATTERSON, Ph.D., (1946) — Professor of Geography; Head of the Department of Geography

MILDRED C. WELLS, Ph.D., (1951) — Associate Professor of Education

JENNIE ALMA WHITTEN, Ph.D., (1919) — Professor of Foreign Languages; Head of the Department of Foreign Languages

LEO J. YEDOR, Ph.D., (1948) — Associate Professor of Social Science

ORVILLE L. YOUNG, Ph.D., (1939) — Associate Professor of Agriculture

---

* Leave of absence first semester 1954-55 school year.

GENERAL INFORMATION

The graduate School has for its primary purpose the preparation of professionally competent teachers, school administrators, and supervisors. The interests, needs, and abilities of each student will be given consideration in organizing for him a unified and balanced program of work directed toward the realization of a definite educational objective.

Programs of graduate study leading to the degree of Master of Science in Education are provided for students who wish to become master teachers in elementary schools, secondary schools, or in community (junior) colleges, or for those who wish to become guidance and personnel workers. Students who wish to become administrators and supervisors will find specific curricula available for supervisors of student teaching in elementary or secondary schools, for superintendents of schools, for principals of elementary or secondary schools, and for supervisors of instruction.

As a way of meeting urgent needs in the field of special education, a curriculum is available in which it is possible to emphasize preparation for teaching the mentally retarded, the physically handicapped, the deaf and hard of hearing, the partially sighted, and speech correction.

Graduate course offerings are designed not only to serve the needs of students who desire the degree of Master of Science in education, but also to meet the needs of students who may wish to continue their professional preparation or broaden their educational experiences without reference to the requirements for a degree.

HISTORY

Graduate study at Illinois State Normal University was offered for the first time during the summer session of 1944 as a result of authorization by the Teachers College Board on July 12, 1943. Consideration of and preparation for graduate work are not matters of recent concern at Illinois State Normal University. In 1937, the Graduate Committee of the University became interested in preparing for the time when such an advanced program would be undertaken. Beginning in 1941, the five state teachers colleges and the University of Illinois, through several conferences each year, planned a five-year program of work culminating in the Master's degree. All of these considerations have resulted in excellent preparation for this additional program.

The Graduate Committee of the Teachers College Board indicated on January 10, 1944, that seven departments meeting the high standards established would be approved for inaugurating a graduate program in the summer of 1944. Since that time nine other departments have been approved until now sixteen departments are authorized to offer graduate work. The first graduate degree of Master of Science in Education was granted at the commencement of June 4, 1945. Since that time many persons have qualified for Master's degrees at both the June and August commencements of each year.

RECOGNITION BY ACCREDITING ASSOCIATIONS

On the graduate level Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education.

FACULTY COMPETENCE

The qualifications of the faculty are an element of strength in any graduate program. In establishing the graduate program, the Teachers College Board stipulated that any faculty member teaching graduate courses is required to have a Doctor's degree. The present graduate faculty offering approved courses includes one hundred eight persons with Doctor's degrees.

Ability to offer excellent work on the graduate level is not confined to scholastic attainment in terms of degrees but is also evident in high quality teaching, enhanced through the experiences of many staff members who have offered graduate courses in other colleges and universities. Teaching ability must be recognized as a first essential in determining the value of a faculty member, even on the graduate level.

Membership and participation in professional organizations and learned societies in special fields, as well as the authorship of books, monographs, and articles, have all combined to provide recognition of many staff members as authorities in their fields.

BUILDINGS AND EQUIPMENT

To make it possible for students to do first-class work on the graduate level, a college must recognize that excellent buildings and adequate equipment, especially in certain areas, are absolute necessities.

Illinois State Normal University is fortunate in having Milner Library, completed in 1940, designed for undertaking a graduate program. For a number of years, materials were added to the holdings of the Library in anticipation of the offerings in graduate work. Ample funds are available for constant additions to these holdings. With fifty-six carrells in the stack area provided for graduate study, two large reserve rooms, a spacious reading room, and other equally valuable facilities, students undertaking graduate work will have the best of housing in which to use the ample materials at their disposal.

The availability of excellent laboratories in the Felmley Hall of Science meets exacting requirements for advanced work in the various sciences. The financial ability of the University to add new and needed equipment and supplies at any time makes possible the highly satisfactory furtherance of study in the science area.

Excellent facilities in special education are made available in a building completed in 1950. This building contains facilities for the mentally retarded, the physically handicapped, the partially sighted and blind, and the deaf and hard of hearing. There are also facilities for psychological services, including testing and counseling.

Housing facilities and equipment in areas other than library and science afford opportunities for graduate students to do complete and thorough work comparable with that offered in the best institutions of higher education.

THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks. Though students of the regular year attend these sessions in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. A student will receive the same type of work as that secured during the regular year.

Student teaching and internship facilities are available for those who qualify for such work.

The maximum number of hours a graduate student may take in the regular summer session is eight semester hours, which constitutes one-half of the credit for one semester.

For the summer of 1955, a post-session of three weeks is being planned to follow the eight-week summer session. Two- and three-hour courses will be offered in the post-session.

The *Summer Session Bulletin* issued each year may be secured by writing to the Director of the Summer Session. The bulletin contains a detailed description of all courses, the cost of attendance, special attractions during the summer, including the Educational Conference and Exhibit, and other types of information of interest to those wishing to combine a pleasant summer with profitable work.

LATE AFTERNOON, EVENING, AND SATURDAY CLASSES

Illinois State Normal University offers a number of graduate courses on the University campus during the late afternoons and evenings and on Saturdays during the regular school year. These courses may be used to apply toward the Master's degree.

SERVICES FOR WAR VETERANS

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Mr. Stanley K. Norton, Assistant Dean of Men, is Director of Services for Veterans. Before registration, veterans should write to or see Mr. Norton. He will be glad to advise veterans on curricula and procedures at Illinois State Normal University and provisions established for veterans by the federal government. Veterans will also find faculty members and the counseling service interested in advising them on the type of training of value to the student.

A State Military Scholarship which covers registration and activity fees for four years is available to a veteran who has an honorable discharge, was a resident of Illinois at the time he entered military service, and is not receiving federal benefits.

Desirable living accommodations may be obtained in the University residence halls, Cardinal Court (apartments for married students and dormitory for single students). Information on rooms in homes approved by the University may be obtained from the Director of Housing.

The Dean of Men will assist veterans in obtaining part-time employment.

The loan funds of the University are available to veterans.

UNIVERSITY HEALTH SERVICE

The University Health Service is maintained by, and is an integral part of Illinois State Normal University. It is concerned directly with promoting good physical and mental health among University students. Good health is essention for success as a student or teacher. Some knowledge of health principles is also an essential part of a teacher's equipment.

The Health Service is located in the east wing of the Special Education Building, with its entrance on University Street. In addition to space for offices and laboratories, an Infirmary of about twenty beds is available for the care of acute illnesses, and for the isolation of students with communicable diseases. At the discretion of the University physician, some cases, such as those requiring major surgery, will be admitted or transferred to local hospitals.

All students are required to take a physical examination when entering the University. Examinations, including a required X-ray of the chest, are given by or under the auspices of the University Health Service. These examinations are used as a basis for determining the amount of physical activity a student may engage in while at the University. Evaluation of each student's health is also a basic step to education in health and medical practices for maintaining health not only while in the University but later in life as well. Knowledge of positive health factors and many health procedures are of increasing importance in teacher education.

In addition to services which are educational or preventive in nature, the University physician is available for consultation during office hours regarding any health problems a student may have. Treatment will be offered for any acute illnesses which, in the judgment of the University physician, do not require the services of a specialist. Whenever it is indicated, students will be referred to competent specialists.

The facilities of the Health Service are available to fulltime students (taking 7 hours or more).

Complete information on the Health Service office hours and services is found in the *Undergraduate Catalog* of the University.

BUREAU OF APPOINTMENTS

Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The Director cooperates with the Directors of Divisions in organizing and directing the work of the Bureau of Appointments. An Assistant Director and a secretary work full time to further the service of the Bureau. The University receives many calls for rural, kindergarten, elementary, high school, and community (junior) college teachers, elementary supervisors, critic teachers, and teachers of exceptional children. Students who have made commendable records in their chosen fields and in the laboratory schools are in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with Master's degrees and successful experience are in demand for supervisory and administrative positions. Consequently, the Bureau makes an effort to follow up graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All Illinois State Normal University graduates who desire to secure professional and financial advancement should each year bring their credentials up to date in the Bureau of Appointments.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of members of the faculty who are familiar with the work of the candidate. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information, teaching experience in the public schools; curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and supervisors under whom the candidates have worked.

This year the Bureau of Appointments will not have enough registrants to meet the demand in elementary grades and some high school and special subject fields. With the increased emphasis on public education, it is reasonable to believe that a shortage of well-qualified teachers will exist for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and of all school administrators in need of teachers.

ADMISSION

Admission to courses for graduate credit will be determined by the following general requirements:

1. A Bachelor's degree from a college or university that is accredited by the American Association of Colleges for Teacher Education, or by the appropriate regional accrediting agency, or by one that is recognized by the state university of the state in which the college or university is located is required. It should be clearly understood that a student who is admitted to the Graduate School may be required to spend more than the miniumm time to complete the work for the Master's degree. All deficiencies must be cleared before students will be admitted to candidacy for the degree.

2. A student with the Bachelor's degree from an institution not on the accredited or approved lists, as previously designated, may be accepted conditionally as an unclassified student, pending the satisfactory completion of one semester of graduate work.

3. Students who have less than twelve semester hours to complete for graduation from a four-year undergraduate curriculum at Illinois State Normal University, may, with the consent of the Dean, be permitted to enter graduate courses for not more than the difference between the amount required for the Bachelor's degree and twelve semester hours.

In the regular summer session, the maximum for such students is six semester hours.

4. Complete official transcripts of all college work must be filed .

5. Admission will be restricted to students whose undergraduate record and whose other qualifications indicate promise of success in graduate work.

Application blanks for admission to graduate work may be secured from and filed with the Director of Admissions. After the blanks and the necessary transcripts have been received, they will be given consideration by the Committee on Admissions. The Committee consists of the Head of the Department concerned, the Director of Admissions, and the Dean of the University, who is Chairman of the Graduate Council. The Committee on Admissions will indicate undergraduate deficiencies, if any.

Admission to graduate courses does not guarantee candidacy for the Master's degree.

EXPENSES AND FINANCIAL AIDS

A large portion of the funds needed to provide a superior quality of education is available through state appropriations. Therefore, the cost to the student is low in comparison with that at many colleges and universities.

Fees are to be paid when the student registers. A student may not attend classes until his fees are paid.

The activity fee covers activities and publications including athletics, music, lectures, dramatics, forensics, the school paper, and the school annual. It also includes health and medical service through the University Health Service described under "Student Health" in another section of this bulletin.

Fees for a Semester

Full-time students (taking 7 or more semester hours) who are residents of the state of Illinois pay the following fees:

Registration fee	$30.00
Activity fee	14.00
Student Union fee	11.00
Total	$55.00

Full-time students (taking 7 or more semester hourse) who are not residents of the state of Illinois pay the following fees:

Registration fee	$75.00
Activity fee	14.00
Student Union fee	11.00
Total	$100.00

Part-time students (taking 6 semester hours or less) who are residents of the state of Illinois pay $5.00 per credit hour.

Part-time students (taking 6 semester hour or less) who are not residents of the state of Illinois pay $12.50 per credit hour.

Part-time students are not required to pay the activity fee and the Student Union fee.

Fees for the Eight-Week Summer Session

Full-time students (taking 4 or more semester hours) who are residents of the state of Illinois pay the following fees:

Registration fee	$15.00
Activity fee	5.00
Total	$20.00

Full-time students (taking 4 or more semester hours) who are not residents of the state of Illinois pay the following fees:

Registration fee	$37.50
Activity fee	5.00
Total	$42.50

Part-time students (taking 3 semester hours or less) who are residents of the state of Illinois pay $5.00 per credit hour.

Part-time students (taking 3 semester hours or less) who are not residents of the state of Illinois pay $12.50 per credit hour.

Part-time students are not required to pay the activity fee.

For summer sessions, the Student Union fee will not be charged before the summer of 1956. Then it will be charged to all full-time students (taking 4 semester hours or more) and will be $5.00.

Other Fees

Matriculation fee ..... $ 5.00
This fee is charged to each student the semester or summer when he takes his first work in the graduate school.

Graduation fee $10.00
This fee must be paid six weeks before Commencement.

Late registration fee ..... $ 3.00
This fee is charged after the scheduled registration period.

Change in program fee ..... $ 1.00
This fee is charged for program changes made after June 22, 1955 (for the eight-week summer session), after September 20, 1955 (for the first semester), after February 6, 1956 (for the second semester).

Towel fee ..... $ 1.00
This fee is charged to persons taking courses in Health and Physical Education.

Transcript of record ..... $ 1.00
This fee is charged after the first copy. Transcripts are issued only when all obligations have been met.

Other Expenses

Graduate students are required to purchase their own text books.

A student taking courses in Health and Physical Education must purchase gymnasium apparel and pay the locker deposit fee of $1.00.

The fees for lockers for general use are a rental fee of twenty-five cents and a deposit of one dollar.

Estimated Total Expenses

The average cost for board, room, laundry, books, school supplies, fees and all other costs connected with University life is approximately $700 to $900 for the regular school year of thirty-six weeks.

Refunds

Fees are refunded to students who withdraw from the University within ten days after the designated registration days of the semester. For the eight-week summer session, five days are allowed.

Specifically, no refund of fees will be made after June 25, 1955 for the eight-week summer session, September 24, 1955 for the first semester, and February 11, 1956 for the second semester.

Request for withdrawal must be made in the manner specified in the section on *Withdrawal.*

Assistantships and Scholarships

A limited number of assistantships paying from $50 to $100 a month may be applied for by graduate students. Information concerning assistantships may be obtained from the Dean of the University.

A graduate scholarship fund of $250 is made available by the Illinois Congress of Parents and Teachers for graduate study in the field of Special Education. Recipients of graduate scholarships are selected on the basis of ability, personality, and professional interests. Information concerning these scholarships may be obtained from the Director of the Division of Special Education.

Any person who has been honorably discharged from the army, navy, coast guar, or marine corps and who was a resident of the state of Illinois upon entering military service, and who meets the requirements for admission is entitled to a military scholarship to any of the four state teachers colleges. The scholarship may be used any four years within a period not to exceed six years, and covers University fees for four years.

Loan Fund

A general loan fund is available for graduate students, from which they may borrow at a low rate of interest a sum not to exceed $150. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

LIVING ACCOMMODATIONS

Dunn Hall, a residence hall for men, accommodates one hundred sixty-one men. The hall is a modern three-story structure provided with dining room, lounge, and recreation room. The student rooms are double rooms.

Smith Hall, a residence hall for men, offers rooming accommodations for fifty-two men students.

Smith Hall Annex, 507 South University Street, affords additional residence space for men under University supervision.

Inquiries about residence in men's halls should be addressed to Mr. R. H. Linkins, Dean of Men.

Fell Hall, Barton Hall, and the new women's residence hall are reserved

during the regular schol year for freshman and sophomore women. A small number of upperclass undergraduates who have attended the University for at least one year and are outstanding in scholarship, leadership, and personality, are invited to live in these halls as Honor Residents. During the summer session only, Fell Hall, with accommodations for approximately 250 women, is available as a residence hall for all women students.

Inquiries about residence in women's halls should be addressed to Miss Isabelle Terrill, Director of Women's Residence Halls.

Room and board in all University residence halls except Fell Hall will cost $297 per semester, or approximately $16.50 per week. In Fell Hall, room and board will cost from $297 to $333 per semester, depending on accommodations assigned. A deposit of $10.00 is required when an application for residence hall reservation is submitted. The University reserves the right, if necessary, to increase the rate of room and board in residence halls at the beginning of any semester or summer term, with the understanding that adequate notice will be given to acquaint all residents of the halls with the change in rate.

On Sudduth Road, west of Main Street, is located Cardinal Court, the veteran's village, which provides dormitories for ninety-two single men and apartments to house eighty-five families. Both dormitories and apartments are open to veteran and non-veteran students, but priority in assignment of apartments is given to veterans. Rentals in these units will be $72 per semester for dormitory space, $21 per month for one-bedroom apartments, and $24 per month for two-bedroom apartments. A deposit of $10 is required when an application is submitted for room reservation, and when an apartment assignment is accepted. Information concerning Cardinal Court dormitory and apartment accommodations may be secured from Mr. Stanley K. Norton, Assistant Dean of Men.

The town of Normal has homes in which students may secure accommodations within walking distance of the University. Lists of approved rooming houses and apartments for married students are kept at the office of Mrs. Eloise Malmberg, Director of Housing. Students may wish to consult these lists before engaging rooms.

The prevalent rate of rent for desirable and well-equipped rooms, large enough for two persons, is between $3.50 and $6.00 for each person weekly; for similar single rooms, between $4.00 and $7.00. Apartments vary widely in cost.

Meals may be secured at a cost of approximately $10 to $15 a week or more, acording to the choice of the student.

MARKING SYSTEM

The marks to be given in graduate courses are **A, B, C, D**, for passing work, **F** for failure, **I** for incomplete, and **WX, WP**, or **WF** for withdrawal with official permission.

An **F** will be given to a student who withdraws from a course at any time without official permission.

An **I** will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the

work by the end of the semester or session. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the **I** is circled and the permanent grade and semester hours are added when the record is cleared.

WITHDRAWALS

WX, **WP**, or **WF** will be given to a student who has been given official permission to withdraw from a course. **WX** is given if the student withdraws before the quality of work can be determined. **WP** is given if the student is passing at the time of withdrawal, and **WF** if failing.

Official permission to withdraw from a course or from the University is given only by the Dean of the University. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient, provided the library card is returned. This should be done immediately or the student will receive an unofficial withdrawal with the grade of **F** in all courses.

When a student officially withdraws from the University his fees will be refunded if he withdraws before June 29, 1955 (for the eight-week summer session), September 29, 1955 (for the first semester), and February 14, 1956 (for the second semester).

ACADEMIC LOAD

In the eight-week summer session, a graduate student may take a maximum of eight semester hours. If a graduate student is taking both undergraduate and graduate courses, he may carry no more than eight semester hours, as specified above, if he is taking more than one graduate course.

During the semester, the maximum academic load is sixteen semester hours.

Part-time students, who are holding full-time positions, may not take more than six semester hours per semester.

UNDERGRADUATE STUDENTS

Senior students in good standing may take graduate courses numbered in the 300's and use them in an undergraduate curriculum.

Senior students who have less than twelve semester hours to complete for the Bachelor of Science in Education degree at Illinois State Normal University may be admitted to the Graduate School and take graduate courses for not more than the difference between the amount required for the bachelor's degree and twelve semester hours. In the regular summer session, the maximum for such students is six semester hours.

ADMISSION TO CANDIDACY

Admission to candidacy for the Master's degree will be under the direction of the Graduate Council upon the recommendation of the graduate's Advisory Committee (if he is writing a thesis or research project) or academic advisor (if he is writing two or more papers). The Council may deny such admission to candidacy, or may refuse further registration, upon the basis of

unsatisfactory scholarship or unfitness for teaching on physical, moral, mental, or emotional grounds. All requirements for admission to candidacy, including the removal of all deficiencies, must be satisfied not later than the completion of approximately sixteen semester hours of graduate work, at which time the student should file application for admission to candidacy. The student must file with the Dean of the University an application for admission to candidacy for the Master's degree on or before March 1 preceding the date on which he expects to receive the degree.

REQUIREMENTS FOR GRADUATION

The Master of Science in Education degree is awarded to each student who meets the requirements of the fifth or graduate year. These requirements are shown below and some are described more fully under topics following.

Thirty-two semester hours are required. If the student chooses the option of presenting a thesis or research project, the credits granted for this (course number 499 in each department) are included in the thirty-two required. If the student chooses the option of completing two or more creditable papers or creative projects, no course credit is given for these and the student must complete thirty-two hours in courses.

The specific course requirements of one of the curricula on the following pages must be met. A minimum of twelve semester hours in education and psychology courses must be completed in each curriculum,and in five curricula, twenty semester hours are required. Electives may be completed in education, psychology, or subject-matter areas approved by the academic adviser.

The residence requirement is one academic year. The number of credits which a student may transfer from another college or university toward his degree is described in the section titled "Residence Requirement."

A thesis, research project, or two or more creditable papers must be completed. If the student chooses the option of writing a thesis or preparing a research project, he must pass an examination (oral, written, or both) covering the graduate work offered for his degree.

A "B" average is required for graduation.

All grades of incomplete must be removed six weeks before the June graduation date and two weeks before the August graduation date.

All graduate work toward the degree must be completed within six years.

The graduation fee of ten dollars must be paid six weeks before the date of graduation.

RESIDENCE REQUIREMENT

One academic year (two semesters) or the equivalent in summer sessions is the minimum requirement. The eight-week summer session is equivalent to one-half of a semester. On approval of his Committee on Admissions, a student holding a Bachelor's degree from Illinois State Normal University may present a maximum of eight semester hours of credit from another college or university. A student who holds a Bachelor's degree from another college or university may present six semester hours of graduate work earned at another college or university. Students contemplating such work are advised to have courses approved before taking them in order to insure satisfactory transfer of credits. Six semester hours of graduate extension work may be applied toward the master's degree.

REQUIREMENT OF THESIS, RESEARCH PROJECT, OR CREDITABLE PAPERS

In addition to the course work required for each curriculum shown on the following pages, each student must write (1) a thesis, (2) a report on a research project or (3) two or more creditable papers or creative projects.

The thesis or report on a research project is written under the direction of the student's Advisory Committee. This thesis or report must give evidence of ability to think logically, to gather and organize material, to draw and defend conclusions, and to present the results of the foregoing procedures in a creditable manner. It may be a project showing creative ability. Two copies of the thesis or research project must be deposited in the University Library at least ten days before the student expects to take his final examination for the degree. A descriptive note of not more than 30 words and an abstract of not more than 300 words must be approved by the Advisory Committee and must accompany the thesis when it is filed in the library.

If the student chooses the option to do two or more creditable papers or creative projects, these must be approved by his academic adviser. They may be done in courses or areas, and are written under the direction of an instructor designated by the academic adviser. Two copies of each paper shall be filed with the academic adviser not later than five days before the student expects to have his degree conferred. The academic adviser will place one of the two copies in the University Library. Special instructions for the preparation of these papers may be obtained in the office of the Dean of the University.

EXAMINATION

An oral or written (or both) examination must be taken by each student who is following the option of writing a thesis or a report on a research project. This examination covers the graduate work which the student is presenting for his degree. The time, place, and nature of the examination is determined by the student's Advisory Committee.

SCHOLARSHIP REQUIREMENT

To receive the degree of Master of Science in Education, a student must have a **B** average.

Credits earned with marks below **C** may not count toward the degree, but are included in computing the average.

Graduate students may not repeat courses to raise grades.

TIME LIMITATION

The maximum time limit for the completion of work for the degree of Master of Science in Education is six years beginning with the date of matriculation at Illinois State Normal University.

ADVISORY PLAN

The graduate student who chooses the plan to write a thesis or research project will work under the direction of an Advisory Committee. This committee will consist of a member of his major department as Chairman, appointed by the Head of that Department, and a second member appointed by the Chairman of the Graduate Council, upon nomination by the Chairman of the Advisory Committee and the student. Among the responsibilities of the

Advisory Committee are: advising the student with reference to elective courses; recommending the type of practical school experience, if any, that the student should have; recommending the student for admission to candidacy for the degree; directing thesis or research project; and prescribing and conducting the final examination.

Each student will have an academic adviser to assist him in the planning of his work. The academic adviser will approve the student's program of courses.

When the student follows a curriculum for a subject-matter field, the Head of the Department concerned is the academic adviser. For curricula in administration and counseling, advisers have been designated according to the areas.

Students who take the Elementary School Teachers (Specialized) curriculum may complete a major in one of the following departments: Art, Biological Science, Geography, Health and Physical Education (Women only), Music, Social Science.

Students who take the Secondary School Teachers curriculum or the Community (Junior) College Teachers curriculum may complete a major in all subject-matter departments in which graduate courses are offered.

Following are the Heads of Departments for the above-mentioned curricula:

Art—Mr. F. Louis Hoover
Biological Science—Mr. E. M. R. Lamkey
Business Education—Mr. Lewis R. Toll
English—Mr. Herbert R. Hiett
Foreign Languages (Latin)—Miss Jennie A. Whitten
Geography—Mr. A. W. Watterson
Health and Physical Education
For Men—Mr. Clifford E. Horton
Fir Women—Miss Esther French
Home Economics—Miss Florence Davis
Industrial Arts—Mr. R. M. Stombaugh
Mathematics—Mr. Clyde T. McCormick
Music—Miss Emma R. Knudson
Physical Science (Chemistry)—Mr. R. U. Gooding
Social Science—Mr. J. A. Kinneman
Speech—Mr. F. L. D. Holmes

Miss Helen Nance is Adviser for the Elementary School Teachers (General) Curriculum.

Miss Rose Parker is Adviser for the curricula in Special Education.

Mr. Stanley S. Marzolf is Adviser for the two curricula in Guidance and Personnel, the Teacher-Counselor curriculum and the Counselor curriculum.

Mr. J. W. Carrington is Advisor for the curricula for Supervisor of Instruction, Supervisor of Student Teaching in the Elementary Schools, Supervisor of Student Teaching in the Secondary Schools, Superintendent of Schools, Elementary School Principal, and Secondary School Principal.

Mr. C. A. DeYoung is Adviser for unclassified students who are not working toward the master's degree.

CURRICULA

A minimum of twelve semester hours in education and psychology is required in each curriculum except the following which require twenty semester hours: Supervisors of Instruction, Supervisors of Student Teaching in the Secondary Schools, Superintendents of Schools, Elementary School Principals, and Secondary School Principals.

Thirty-two semester hours are required for the Master of Science in Education degree.

In addition to the requirements indicated below, the student must complete one of the following: (1) a thesis; (2) a research project; or (3) two or more creditable research papers or creative projects in courses or areas approved by the Head of the Department.

Electives on each curriculum may be completed in professional or subject matter courses. Graduate courses are offered in the Departments of Art, Biological Science, Business Education, Education and Psychology, English, Foreign Languages, Geography, Health and Physical Education, Home Economics, Industrial Arts, Mathematics, Music, Physical Science (Chemistry), Social Science, and Speech.

Below are the specific course requirements for each curriculum:

CURRICULA FOR TEACHERS IN THE ELEMENTARY SCHOOL

ELEMENTARY SCHOOL TEACHERS (GENERAL)—For those who wish to take work in more than one subject:

Educ. 401, Introduction to Research
Educ. 405, Individualization of Instruction
Educ. 412, Seminar in Curriculum Construction

ELEMENTARY SCHOOL TEACHERS (SPECIALIZED)—For students who wish to specialize in one of the following teaching field departments: Art, Biological Science, Geography, Health and Physical Education (Women only), Music, Social Science.

Educ. 401, Introduction to Research
Educ. 405, Individualization of Instruction
Educ. 412, Seminar in Curriculum Construction

CURRICULA FOR TEACHERS IN SPECIAL EDUCATION

TEACHERS FOR DEAF AND HARD OF HEARING

Educ. 401, Introduction to Research
Educ. 403, Educational Statistics
Psych. 321, Child Psychology
Speech 450, Clinical Acoustics
Speech 451, Seminar in Audiology

TEACHERS FOR MENTALLY RETARDED

Educ. 401, Introduction to Research
Psych. 321 Child Psychology
Psych. 425, Individual Mental Testing
Soc. Sci. 363, Child Welfare Services

TEACHERS FOR PARTIALLY SIGHTED

Biol. Sci. 405, The Sensory Organs
Biol. Sci. 452—Human Development and Behavior—
Its Biological Basis
Educ. 401, Introduction to Research
Psych. 321, Child Psychology
Psych. 425, Individual Mental Testing

TEACHERS FOR PHYSICALLY HANDICAPPED

Biol. Sci. 405, The Sensory Organs
Educ. 401, Introduction to Research
Psych. 321, Child Psychology

SPEECH RE-EDUCATION TEACHERS

Educ. 401, Introduction to Research
Psych. 321, Child Psychology
Speech 318, Stuttering
Speech 323, Discussion Technique, or Speech 324,
Persuasion and Social Control
Speech. 415, Seminar in Speech Re-education

CURRICULA FOR TEACHERS IN HIGH SCHOOL AND JUNIOR COLLEGE

SECONDARY SCHOOL TEACHERS

Educ. 327, Introduction to Guidance
Educ. 401, Introduction to Research
Educ. 412, Seminar in Curriculum Construction

COMMUNITY (JUNIOR) COLLEGE TEACHERS

Educ. 401, Introduction to Research
Educ. 412, Seminar in Curriculum Construction
Educ. 464, The Community College
The following are highly recommended but not required:
Educ. 327, Introduction to Guidance
Educ. 465, Teaching in the Community College
Educ. 466, Seminar in the Community College

CURRICULA FOR SUPERVISORS

SUPERVISORS OF INSTRUCTION

Twenty semester hours in Education and Psychology
Educ. 401, Introduction to Research
Educ. 405, Individualization of Instruction
Educ. 412, Seminar in Curriculum Construction
Educ. 415, All-School Activities
Educ. 418, Evaluation Techniques
Educ. 420, Improvement of Instruction

SUPERVISORS OF STUDENT TEACHING IN THE ELEMENTARY SCHOOLS

Educ. 401, Introduction to Research
Educ. 405, Individualization of Instruction
Educ. 412, Seminar in Curriculum Construction
Educ. 418, Evaluation Techniques
Educ. 442, Laboratory School Experiences
Educ. 444, Supervision of Student Teachers

SUPERVISORS OF STUDENT TEACHING IN THE SECONDARY SCHOOLS

Twenty semester hours in Education and Psychology
Educ. 327, Introduction to Guidance
Educ. 401, Introduction to Research
Educ. 412, Seminar in Curriculum Construction
Educ. 420, Improvement of Instruction
Educ. 442, Laboratory School Experience
Educ. 444, Supervision of Student Teachers

CURRICULA FOR COUNSELORS

GUIDANCE AND PERSONNEL (TEACHER-COUNSELOR)

Educ. 327, Introduction to Guidance
Educ. 401, Introduction to Research
Educ. 418, Evaluation Techniques
Psych. 301, Advanced Educational Psychology
Psych. 321, Child Psychology
Psych. 340, Vocational Counseling
Psych. 411, Diagnosis and Counseling

GUIDANCE AND PERSONNEL (COUNSELOR)

Educ. 401, Introduction to Research
Educ. 403, Educational Statistics
Psych. 301, Advanced Educational Psychology
Psych. 411, Diagnosis and Counseling
Psych. 425, Individual Mental Testing
Psych. 432, Practicum in Diagnosis and Counseling

CURRICULA FOR SCHOOL ADMINISTRATORS

SUPERINTENDENTS OF SCHOOLS

Twenty semester hours in Education and Psychology
Educ. 401, Introduction to Research
Educ. 405, Individualization of Instruction or Educ. 420, Improvement of Instruction
Educ. 412, Seminar in Curriculum Construction
Educ. 418, Evaluation Techniques
Educ. 431, School Administration
Educ. 434, School Finance
Educ. 435, School Buildings

ELEMENTARY SCHOOL PRINCIPALS

Twenty semester hours in Education and Psychology
Educ. 401, Introduction to Research
Educ. 405, Individualization of Instruction
Educ. 412, Seminar in Curriculum Construction
Educ. 418, Evaluation Techniques
Educ. 431, School Administration
Educ. 434, School Finance
Educ. 435, School Buildings

SECONDARY SCHOOL PRINCIPALS

Twenty semester hours in Education and Psychology
Educ. 327, Introduction to Guidance
Educ. 401, Introduction to Research
Educ. 412, Seminar in Curriculum Construction
Educ. 420, Improvement of Instruction
Educ. 431, School Administration
Educ. 434, School Finance
Educ. 435, School Buildings

COURSES OF INSTRUCTION

Credits are in terms of semester hours. Each semester hour represents one class period of lecture or recitation or two periods of laboratory courses per week for one semester.

Courses numbered in the 300's also appear in the undergraduate catalog because they may be taken by seniors who are in good standing any may be used in an undergraduate curriculum

Departments offering graduate courses are listed in alphabetical order. It is not possible to offer all courses each year.

ART

319. Renaissance Art—(3 Sem. Hrs.)
General influences determining the art product in Italy, Germany, Holland, England, and Flanders; related arts. Sources and readings for research. Chronological survey of artistic evidence in architecture, sculpture, painting, and the minor arts.

321. Contemporary Painting—(3 Sem. Hrs.)
Backgrounds for twentieth-century painting. Study of the major movements in modern painting: Impressionism, Post-Impressionism, Dada, Surrealism, social consciousness, and regionalism in painting. Painting today and tomorrow.

322. Contemporary Architecture—(2 Sem. Hrs.)
Backgrounds for twentieth-century architecture. New materials and techniques. The European group: Oud, Le Corbusier, Gropius, and van der Rohe. The Americans: Richardson, Sullivan, and Wright. The International Style. The American home today and tomorrow.

351. Techniques of Painting—(3 Sem. Hrs.)
Advanced work in oil, water color, gouache, egg tempera, or encaustic. survey of readings in the field of painting techniques. *Prerequisite*: Oil Painting 236.

352. Advanced Painting—(3 Sem. Hrs.)
Empasis upon performance in a particular painting medium, culminating in exhibition or examination before a faculty committee. *Prerequisite*: Oil Painting 236.

371. Advanced Craft Techniques—(3 Sem. Hrs.)
Independent research and experimental work in a craft or crafts of the student's choice with the approval of the instructor. Survey of readings in the field of the particular craft or crafts chosen.

372. Philosophy of Art Activity—(2 Sem. Hrs.)
Primary concern with the educative values of the art activity, its nature, its motivations in human experience, and its effects on the social group and the individual child.

401. Experimental Studies in Art Education—(2 Sem. Hrs.)
Problems in the instruction of art education from the point of view of research and experimentation. Development of new instructional methods and materials, and means of testing their validity. Supervision and administration of art education from kindergarten through the secondary school. Recent research in art education and related areas.

402. Current Practices in Art Education—(2 Sem. Hrs.)
Development of a philosophy of art education. Basic readings in the field of art education, including city and state courses of study. For elementary teachers.

411. Special Projects—(2 to 4 Sem. Hrs.)
Special project or problem in art education, chosen by the student for investigation which will involve study in the improvement of instruction in a particular situation.

415. Art History in the Public School—(2 Sem. Hrs.)
Correlation of art history with social-studies units. Appropriate periods and areas of art history for study at the elementary- and secondary-school levels. The source and organization of illustrative materials for effective teaching of art history in the public school.

417. Art of Greece and Rome—(3 Sem. Hrs.)
General conditions governing artistic productivity. Bibliography and source material, including archeological investigations. Chronological survey of resulting arts: architecture, sculpture, painting, and the minor arts.

472. Advanced Craft Techniques—(3 Sem. Hrs.)
Emphasis upon performance in a particular craft culminating in exhibition or examination before a faculty committee.

482. Psychology of Art Activity—(2 Sem. Hrs.)
Effects of the creative experience on the individual in terms of emotional release, physical coordination, intellectual organization, and social adjustment. Significance of the art product in personal development and community life.

498. Seminar in Art—(2 Sem. Hrs.)
Critical investigation of books and materials of value to the teacher of art. Independent study and research which may culminate in a thesis or research project in Art 499.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)
Individual study of a specific research problem in the field of art education. The project may result in a paper describing the research undertaken or a creative project in art accompanied by a detailed description of the processes and methods employed.

BIOLOGICAL SCIENCE

300 and 301. Current Readings in Biological Science—(1 Sem. Hr.)
Participation required of all students emphasizing graduate work in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.

303. Teaching of Science in the Elementary Schools—(3 Sem. Hrs.)
Designed to acquaint the teacher with present-day developments in science in relation to elementary-school situations. Consideration of the content, activities, and approach involved in the teaching of an integrated science program related to the life of the individual for various grade levels.

311. School and Community Sanitation—(3 Sem. Hrs.)
Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating, and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

312. Administration of School Health—(3 Sem. Hrs.)
Administration and organization of school health education presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state, and nation. Health service procedures and use of statistical materials.

405. The Sensory Organs—(3 Sem. Hrs.)

Anatomy and physiology of sense perception organs of the body, with special attention given to speech, hearing, and sight saving.

421, 422, 423, and 424. Biological Resources—(2, 2, 2, and 2 Sem. Hrs.)

Biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement, and in the economic life of the local community. Individual problems are considered in the areas of (a) plant physiology, (b) entomology, (c) plant pathology, and (d) genetics.

Students may select from one to four of the areas to be studied in their relation to biological resources and will receive two semester hours of credit for each area covered. The areas will be designated as 421, 422, 423, and 424.

428. Biological Resources—(5 Sem. Hrs.)

Location, conservation, and study of the natural biological resources of the community and state. Individual problems through intensive application of taxonomic and ecologic principles.

450 and 451. Human Anatomy and Physiology—(3 and 3 Sem. Hrs.)

Biological basis for those who need an understanding of the human body in the various professionalized educational fields. The laboratory work is based directly upon the human body.

452. Human Development and Behavior—Its Biological Basis—(3 Sem. Hrs.)

Studies in endocrinology and neurology planned to meet the needs of students in Education and Psychology, Health Education, and Special Education. The laboratory procedures are based upon anatomical materials from the human as well as animal body and include work in animal experimentation.

453. The Child, A Pediatric Study—(3 Sem. Hrs.)

Physical and mental welfare of the child based upon modern pediatric studies and practices. Designed for the administrator, the school nurse, the elementary teacher and teachers of special education.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)

Thesis or research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

BUSINESS EDUCATION

310. Consumer Business Problems—(2 Sem. Hrs.)

Application of business knowledge to the solution of practical problems of the consumer. Emphasis on improved living standards through better management of personal finances.

331. Cost Accounting—(3 Sem. Hrs.)

Elements of production costs, including materials, labor, and overhead or burden; the job-cost, the process-cost, and the standard-cost systems; the solution of problems embracing the practical application of costing methods, formulas, and standard costs. *Prerequisite*: 12 semester hours of accounting.

332. Auditing—(3 Sem. Hrs.)

Verification, analysis, and interpretation of accounting records. Auditing principles and procedures are applied to the audits of cash; securities and investments; receivables, inventories, assets, and liabilities; balance sheet; profit and loss statement; and working papers. *Prerequisite*: 12 semester hours of accounting.

340. Problems in Office Management—(2 Sem. Hrs.)

Detecting, analyzing, and solving problems applicable to large or small offices. Principles of office organization and operation are discussed and applied to cases under consideration. Individual and committee investigations are conducted, and selected office managers are called upon to serve as resource persons.

357. Problems in Retail Store Management—(2 Sem. Hrs.)
Investigation and critical discussion of problems frequently encountered in managing a retail store, with special attention given to the small store. Principles and procedures of store management developed as they relate to the cases chosen for analysis. Visits to stores and participation by selected store managers in group discussions are regular parts of the course.

400. Seminar in Business Education—(2 Sem. Hrs.)
Consideration of business education problems of greatest concern to the group and to the individual student by means of conferences and informal discussion.

402. Administration and Supervision of Business Education—(2 Sem. Hrs.)
Fundamental concepts and techniques needed by administrators, supervisors, department heads, and teachers of business education in planning and carrying out realistic programs of business education in junior and senior high schools and junior colleges.

404. Occupational Guidance in Business Education—(2 Sem. Hrs.)
Methods by which a secondary-school teacher may assist students in getting the type of training adapted to their interests, abilities, and aptitudes as an aid to their making satisfactory adjustments in business occupations.

430. Improvement of Instruction in Bookkeeping and General Business Subjects—(3 Sem. Hrs.)
Bookkeeping subjects consisting of first- and second-year bookkeeping, personal record keeping, general clerical practice, and clerical office practice. General business subjects will consist primarily of general business training, business law, business arithmetic, commercial geography, and consumer education. The instructor will draw from his own experiences; from those of the group; from the writings of authorities in the field; and, occasionally, from the ideas of visiting lecturers and demonstrators. *Prerequisite*: Teaching experience or student teaching.

440. Improvement of Instruction in Secretarial Subjects— (3 Sem. Hrs.)
Secondary school subjects included are vocational typewriting, personal typewriting, shorthand, transcription, business English, and secretarial office practice. The instructor will draw from his own experiences; from those of the group; from the writings of authorities in the field; and, occasionally from the ideas of visiting lecturers and demonstrators. *Prerequisite*: Teaching experience or student teaching.

450. Improvement of Instruction in Distributive Education—(3 Sem. Hrs.)
Organization, administration, and supervision of programs of distributive education, with emphasis on the cooperative, part-time programs. Methods, materials, and equipment in teaching salesmanship, retailing, and other courses of training for distributive occupations.

499. Thesis or Research Project—(4 Sem. Hrs.)
Independent study culminating in a thesis or carefully written report on a research project.

EDUCATION AND PSYCHOLOGY

Education

305 and 306. Readings in Educational and Psychological Research—(1 and 1 Sem. Hr.)
Study and evaluation of current research dealing with the student's major field of interest. The course acquaints the student with research in all phases of education and psychology from the nursery school through the community college.

307. Analysis and Correction of Reading Disability—(3 Sem. Hrs.)
Standardized and informal tests, analysis of test results, and differentiated reading programs based on test findings. Opportunities are provided for ad-

ministering informal and standardized instruments designed to determine the extent of retardation and the type of reading disability. Practice is given in analyzing test findings and in recommending psychological and pedagogical procedures that will provide for the specific needs of subjects with reading difficulties. *Prerequisite*: Education 107; 205 or teaching experience.

308. Recent Research on Reading—(3 Sem. Hrs.)
Analysis of recent research on reading at the elementary, secondary, and college levels together with its implications in the areas of modified practices in the teaching of reading, materials of instruction, and teacher preparation.

310. The Junior High School—(2 Sem. Hrs.)
Function of the junior high school, characteristics and needs of early adolescents, articulation with the elementary and high schools, traditional and core curriculums, organization, administration, and evaluation of programs for early adolescents.

327. Introduction to Guidance—(2 Sem. Hrs.)
Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

331. Public Relations for Education—(2 Sem. Hrs.)
Analysis of the need for public relations and study of programs for education. Wide use of visual aids and community resources. Work of the individual student will focus on practical problems related to his area of specialization. Ways of evaluation will be included.

342. Individualized Professional Experience—(2 or 3 Sem. Hrs.)
Provides a wide variety of experiences to meet the individual needs of graduate students by working with elementary and high school students, parents, staff members, and school and community groups, and in other activities that will constitute the professional and social experiences adapted to the needs of the individual graduate student.

351. Problems of the Brain Injured—Summer only (2 Sem. Hrs.)
Problems of diagnosis, psychological evaluation and educational adjustments needed by the cerebral palsied. Relationship to other therapies. Observation and planned participation in a group of cerebral palsied. For experienced teachers, who wish to specialize in working with the cerebral palsied.

353. Education of Gifted Children—(2 Sem. Hrs.)
Organization of the program for the education of gifted children. Methods of identification, curriculum adjustments, creative activities, guidance, appraisal of progress, and parent relationships. For teachers, administrators and personnel workers.

355. Workshop on Curriculum and Methods for the Mentally Retarded—Summer only (3 Sem. Hrs.)
Designed to aid students in the development of curriculum and methods suited to their particular problems with the mentally retarded. For principals, supervisors, and teachers now engaged in the field, or those having a background of psychology and mental deviation, contemplating the field. Attention given to organization and curriculum at elementary and secondary level; methods and materials adapted to age groupings; pupil guidance and evaluation; study of job outlets and work try-outs or other subjects of student's choice.

359. Workshop for Teachers of Partially Sighted—Summer only (3 Sem. Hrs.)
Individual teaching problems. Review of recent educational literature and research on impairment of vision, adaptation of instructional materials to the conservation of vision, curriculum adjustments, personality problems, guidance, and other problems may be considered in the workshop. For teachers experienced in work with partially sighted.

360. History of Education—(3 Sem. Hrs.)
Development of educational systems and programs. Emphasis on the historical perspective of modern educational problems.

401. Introduction to Research—(3 Sem. Hrs.)
Selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

403. Educational Statistics—(3 Sem. Hrs.)
Basic statistics for workers in education and psychology. Advanced study of measures of central tendency, including the mean, median, and mode, as well as of measures of dispersion. Correlation techniques will be studied extensively as will also newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. *Prerequisite*: Introduction to Research 401 or concurrent registration.

405. Individualization of Instruction—(3 Sem. Hrs.)
Methods of making practical adaptations in the school program to aid the physical, emotional, and educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. *Prerequisite*: Education 108 or Psychology 115 (and any assigned by the student's Graduate Advisory Committee).

412. Seminar in Curriculum Construction— (3 Sem. Hrs.)
Principles and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the community college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision, and evaluation.

415. All-School Activities—(2 Sem. Hrs.)
Organization of life in the elementary school in ways that give practice in democratic relationships and procedures; parent and pupil participation in school planning; purposes and procedures for developing such all-school activities as assemblies, school paper, clubs, school council, uses of radio, and recreational program. School participation in suitable community projects.

417. Organization and Administration of Extraclass Activities—(2 Sem. Hrs.)
Functions, underlying principles, and cautions to be observed in the organization and administration of extraclass activities in the secondary school.

418. Evaluation Techniques—(2 Sem. Hrs.)
Development of basic principles underlying programs of evaluation in the elementary schools. Includes development and use of standardized and teacher-made tests; self-rating devices; conference techniques; and methods of recording and using data. Experienced teachers will have an opportunity to develop evaluation programs for schools in which they teach.

420. Improvement of Instruction—(2 Sem. Hrs.)
Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitations, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

431. School Administration—(3 Sem. Hrs.)
Selection, retention, and improvement of teachers. Curricula, records, school law, interpreting the school to the public, and other problems taken from the necessary experiences of public-school administrators.

434. School Finance—(2 Sem. Hrs.)
Financial accounting and reporting, budgeting, unit costs, depreciation, insurance, school revenues, and other problems of school finance.

435. School Buildings—(2 Sem. Hrs.)
School sites, buildings, and equipment, with emphasis on planning of building programs. Includes visitation of buildings.

441. Laboratory School Administration—(2 Sem. Hrs.)
Development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation, and experimentation; coordination between theory and academic departments; admission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. *Prerequisite*: Teaching experience.

442. Laboratory School Experience—(2 Sem. Hrs.)
Experience in laboratory schools in helping to supervise student teachers, observing and participating in laboratory-school activities, assisting with curriculum building, conferring with student teachers, and applying principles and theories developed in other courses. *Prerequisite*: Laboratory-School Administration 441 and Supervision of Student Teachers 444 or concurrent registration.

444. Supervision of Student Teachers—(2)
Responsibilities of the supervisor of student teachers, objectives and principles of a student-teaching program, principles and methods of supervising student teachers, methods of conducting conferences with student teachers, and the evaluation of the growth and development of the student teacher and the student-teaching program. Students taking the course will work in the laboratory schools of the University. For experienced teachers preparing to do critic teacher work in laboratory schools.

450. Administration of Special Education (2 Sem. Hrs.)
Methods of discovering exceptional children. Organization and administration of special classes and special rooms. Teacher preparation, legal aspects, equipment, transportation, cooperating agencies, and public relations in the education of exceptional children.

452. Instructional Procedures for Maladjusted Pupils—(3 Sem. Hrs.)
Organizing and administering laboratory procedures for maladjusted pupils and educationally retarded. Emphasis on reading abilities. Selection and use of learning materials. Research pertaining to personality factors as related to school success. Supervised laboratory work with children. *Prerequisite*: Laboratory Reading Methods 205, and Child Growth and Development 108 or Child Psychology 321 or concurrent registration.

455. Arts in the Education of Exceptional Children—(3 Sem. Hrs.)
Role of the arts in the education of exceptional children. Emphasis upon the values of creative experiences in art, industrial arts, home arts, and the possibilities of interrelating these experiences in the school program. Opportunity for observation and participation in classroom situations.

464. The Community (Junior) College—(3 Sem. Hrs.)
History and development, functions, curricula, instructions and personnel problems of the community college. The community college is studied in relation to other units of the educational system.

465. Teaching in the Community (Junior) College—(2 Sem. Hrs.)
Techniques and methods of teaching on the community college level; problems of articulating the community college and the high school; special qualifications needed for the community college teacher; his preparation and training; the use of examinations, marks, and records; specific problems and methods of the classroom peculiar to the various teaching fields.

466. Seminar in the Community (Junior) College—(2 Sem. Hrs.)
Specific problems related to the community college, such as, problems of guidance and personnel work; sponsorship of out-of-class activities; improvement of instruction; and curriculum problems. The exact content of the course may vary from semester to semester. The problems will be selected, in part, according to the needs and interests of the students. *Prerequisite*: The Community College 464 or experience in teaching in the community college.

472. Audio-visual Program of the School—(3 Sem. Hrs.)
Purchasing equipment and organizing a program; setting up standards of selection and evaluation; supervising the use of all types of audio-visual instructional materials; analyzing psychological and educational research with audio-visual implications; studying the theory of communication through verbal and multi-sensory media. Introduction to cartograms, collages, pictographs, analglyphs, dioramas, macrophotography, bradykinetics.

495. Internship (3 to 8 Sem. Hrs.)
Opportunities to work with principals, superintendents, teachers, and lay groups in public school situations. Of special benefit to inexperienced students and for those preparing for administrative work in public schools. Assignments are made by the Dean on recommendation of the student's Graduate Advisory Committee at least two months prior to entering upon internship.

499. Thesis or Research Project—(2 or 3 Sem. Hrs.)
Independent study culminating in a thesis or a carefully written report on a research project.

Psychology

301. Advanced Educational Psychology—(3 Sem. Hrs.)
Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. *Prerequisite*: Educational Psychology 115.

311. Psychology of the Mental Deviate—(3 Sem. Hrs.)
Personality, general behavior patterns, and educational posibilities of mentally deficient and gifted children. *Prerequisite*: Functional Anatomy 145, and Educational Psychology 115 or Child Growth and Development 108.

321. Child Psychology—(3 Sem. Hrs.)
Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.

322. Learning—(3 Sem. Hrs.)
Experimental data bearing on the problem of human learning; modern theories of learning; an attempt to integrate these theories in a consistent viewpoint of value to the teacher.

325. Motivation—(2 Sem. Hrs.)
Experimental study of drives, social motives, theories of motivation, practical applications.

340. Vocational Counseling—(2 Sem. Hrs.)
Accumulating and classifying information about jobs and job opportunities, determining vocational aptitudes, counseling for possible placement.

411. Diagnosis and Counseling—(3 Sem. Hrs.)
Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy.

425. Individual Mental Testing—(3 Sem. Hrs.)
Training in individual mental testing with emphasis on the Binet and the Wechsler. *Prerequisite*: Mental Hygiene 234.

432. Practicum in Diagnosis and Counseling—(3 Sem. Hrs.)
Clinical practice in the Psychological Counseling Service. Gives students training in individual psychological diagnosis. Twelve hours per week *Prerequisite*: Diagnosis and Counseling 411.

499. Thesis or Research Project—(2 or 3 Sem. Hrs.)
Independent study culminating in a thesis or carefully written report on a research project.

ENGLISH

301. Development of the English Language—(3 Sem. Hrs.)
Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern words.

325. Nineteenth-Century English Prose—(2 Sem. Hrs.)
Chief prose writers of the century and their contribution to the thought of the present time.

330. Nineteenth-Century American Literature—(2 Sem. Hrs.)
Concentration upon the great literary figures to the middle of the century, especially those usually taught in high school—Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. Designed to show how these men represent important movements in American life and thought.

331. Twentieth-Century American Literature—(2 Sem. Hrs.)
Wide reading in the work of recent American authors in an attempt to see directions in American thought and expression.

334. Literature of the Midwest—(2 Sem. Hrs.)
Designed to acquaint teachers with the chief writers of the midwest area.

348. Problems in the Teaching of English—(2 Sem. Hrs.)
Critical examination of current practice and research in the teaching of language, literature, and composition in the high school. Designed to aid the teacher in meeting individual problems.

402. Literary Criticism—(2 Sem. Hrs.)
Survey of critical and esthetic theory designed to aid the prospective teacher in evaluating ancient and modern literature, in broadening and refining literary tastes, and in conveying to the students a knowledge of the purposes of literature.

411. Chaucer—(2 Sem. Hrs.)
Life of Chaucer as revealed through his active participation in the practical affairs of his time. Careful reading of *The Canterbury Tales,* with attention to the special problems involved in teaching Chaucer effectively in the high school.

416. Milton and His Contemporaries—(3 Sem. Hrs.)
Chief prose and poetry of Milton. Parallel reading from contemporary writers.

418. Elizabethan Non-Dramatic Literature—(2 Sem. Hrs.)
Chief prose and poetry of the period, emphasizing their influence on the forms of literature now studied in the high school.

419. Shakespeare—(3 Sem. Hrs.)
An approach to Shakespeare through sources, textual problems, criticism, and modern scholarship. Particular stress on the plays usually read in high school.

421. Eighteenth-Century English Literature—(2 Sem. Hrs.)
Emphasis on the works of Dryden, Pope, Swift, Johnson, and Goldsmith. Attention to the development of present-day social and political ideas as portrayed in the writings of the eighteenth century.

426. Nineteenth-Century English Poetry—(3 Sem. Hrs.)
Major literary movements and representative poets of nineteenth-century England.

441. World Literature—(3 Sem. Hrs.)
Readings in foreign literature in translation, selected to meet the needs of the student.

498. Seminar—(2 Sem. Hrs.)
Study of problems peculiar to literary history, English language, and the teaching of English.

499. Thesis or Research Project—(3 Sem. Hrs.)
Independent study culminating in a thesis.

FRENCH

401. Moliere—Summer only (3 Sem. Hrs.)
Major comedies of Molière, together with some of the farces and *comedies-ballets.*

403. Readings in Contemporary French Literature—Summer only (3 Sem. Hrs.)
Trends in contemporary prose, with readings from the novel and the drama.

GEOGRAPHY

301. Climates of the Continents—(2 Sem. Hrs.)
Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates and climatic classifications.

303. Techniques of Field Work—(3 Sem. Hrs.)
Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of time spent in the field doing original study and mapping.

305. Industrial Geography—(3 Sem. Hrs.)
American industries and their distribution as related to their natural environmental settings. American industries in world patterns.

307. Geography of Latin America—(3 Sem. Hrs.)
Intensive study of some of the major geographic problems of Latin America.

308. Organization of Instructional Materials in Geography (2 Sem. Hrs.)
Practical experience in selection and organization of geographic materials for instructional purposes. Basic principles and professional techniques. Nature of distinctly geographic understandings. Individual work in area of student's choice.

310. Field Surveys in Western Europe—Summer only—(2 to 8 Sem. Hrs.)
Studies of selecting rural and industrial districts. Experiences with intensive and reconnaissance types of geographic investigation. Emphasis on participation in actual field surveys as an approach to understanding the lands and peoples of Western Europe.

311. Field Surveys in South America—Summer Only—(2 to 8 Sem. Hrs.)
Reconnaissance type field survey of numerous regional and political units of South America. Experience in performing micro-studies of various rural and urban units of occupance as an approach to understanding the lands and peoples of South America.

320. Resources of the Continents—(3 Sem. Hrs.)
Survey of resource patterns of the continents. Detailed study of the continent of the student's choice. Much individual work.

321. The Middle East—(3 Sem. Hrs.)
Survey of the lands and peoples of southern and southeastern Asia. Consideration of resource and population patterns of individual regional and political units.

322. The Far East—(3 Sem. Hrs.)
Detailed development of the lands and peoples of eastern Asia with special emphasis on China, Japan, and the Philippine Islands. Role of the Far East in the economic and trade patterns of the world.

323. Western Europe—(3 Sem. Hrs.)
A regional and economic development of the British Isles and continental Europe. Intensive investigations of resource, industrial, agricultural, and population patterns of Europe. Illustrated local units of occupance.

327. Cartography and Graphics—(3 Sem. Hrs.)
Graphic representation of statistical data. Chief types of graphs and their use on the various maturity levels. Map projections, scales, symbolisms, dot maps, and their use.

401. Techniques of Geographic Research—(3 Sem. Hrs.)
Philosophy of geography that distinguishes it from the other social sciences on the one hand and from the related earth sciences on the other. The study of what constitutes good geographic writing. Training in research and methods and practices in writing.

403. Physiography of North America—(3 Sem. Hrs.)
Physiographic regions of North America. Emphasis placed upon the development of surface features of each area as a background for present geographic patterns of that region. One two-day field trip required.

405. Geography in Education—(2 Sem. Hrs.)
Historical development of the science and teaching of geography. Modern geography and its contribution to general education. Evaluation of current teaching materials.

406. Seminar in Urban Geography—(3 Sem. Hrs.)
Importance of urban agglomerations and the problems presented by them. A field study of a typical urban center such as Bloomington-Normal, and type studies of the great urban centers in the United States and the world. Attention to the cultural pattern imposed upon the natural landscape features.

412. Seminar in Conservation—(3 Sem. Hrs.)
Investigation of the basic concepts in the field of conservation education. Consideration of resources in relation to national economy.

499. Thesis or Research Project—(2 to 4 sem. Hrs.)
Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

HEALTH AND PHYSICAL EDUCATION

301. Evaluation Techniques in Physical Education—(3 Sem. Hrs.)
Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results. Each student will be required to do a portion of a testing project.

302. Teaching of Physical Education in the Elementary School—(2 Sem. Hrs.)
Consideration of the underlying principles and purposes of physical education in the conduct of the elementary school program. Critical analysis of teaching materials and techniques for the classroom teacher.

304. Teaching of Sports Activities—(2 Sem. Hrs.)
Teaching methods, officiating, organization, selection and care of equipment, and safety procedures for selected sports usually taught during the fall and winter months.

305. Teaching of Sports Activities—(2 Sem. Hrs.)
Teaching methods, officiating, organization, selection and care of equipment, and safety procedures for selected sports usually taught during the spring and summer months.

303. Teaching of Rhythmic Activities—(2 Sem. Hrs.)
Evaluation of dance methods; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance in actual school situations.

309. Studies in Dance—(2 Sem. Hrs.)
Progressive experiences in individual and group composition; study of problems in planning and direction of dance recitals and demonstrations; organization and supervision of dance clubs and extracurricular dance activities; theory of dance; studies in design and rhythm.

320. Organization and Administration of Recreation—(3 Sem. Hrs.)
Factors concerning the organization and administration of a recreation program, course designed to meet the needs of the administrators of town, community, or school recreational programs.

322. Workshop in Recreation and Camping—(3 Sem. Hrs.)
Preparation of materials for use in recreation and camping situations; sources for obtaining materials and information; cooperative work among various departments and organizations. Includes crafts, music, story telling. and dramatics.

324. Camping Administration—(2 Sem. Hrs.)
Functions and principles of camp administration in organizational and private camps.

341. Problems in Administration of Sports—(3 Sem. Hrs.)
Critical analysis of the current problems that confront the director of physical education in the organization and administration of sports activities with special reference to national, state, and local control.

400. Seminar in Health, Physical Education, and Recreation—(2 Sem. Hrs.)
Reports and evaluation of selected research studies, proposed problems, and theses plans; review of recent writings; practice in professional discussions and in committee projects.

401. Problems in Health, Physical Education, and Recreation—(2 Sem. Hrs.)
Consideration of current problems in these fields as they affect the teacher of physical education; guidance in individual and group solution of selected professional problems.

402. Foundations of Modern Physical Education—(3 Sem. Hrs.)
Functions of modern physical education and the underlying factors which influence it.

404. Applied Physiology—(2 Sem. Hrs.)
Application of human physiology to the teaching of physical education; the effects of exercise on the heart, lungs, circulation, and respiration; discussion of current studies pertinent to tests of physical efficiency.

405. Mechanical Analysis of Sports—(2 Sem. Hrs.)
Principles of physics applied to body movement; analysis of body positions and modes of locomotion; muscular and mechanical analysis of selected sports skills.

408. Advanced Corrective Procedures—(2 Sem. Hrs.)
Recognition of postural deviations and muscle weaknesses by isolating muscle action in selected testing positions; laboratory practice in postural examination and correction.

412. Supervision of Physical Education—(2 Sem. Hrs.)
Practice in the techniques of supervision of physical education in elementary and secondary schools; in-service training of the classroom and physical education teacher; relationships with teachers, administrators, and community.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)
Independent study culminating in a thesis or a carefully written report on a research or creative project.

HOME ECONOMICS

301. Evaluation in Home Economics—(2 Sem. Hrs.)
Examination of various concepts of evaluation; basic principles involved. Study of methods and techniques. Opportunity to work on individual problems.

304. Advanced Home Management and Household Equipment—(3 Sem. Hrs.)
Family planning, organizing, directing and co-ordinating of material and human resources to achieve predetermined conceptions of a satisfactory home.

308. Family and Child Development—(3 Sem. Hrs.)
Fundamental and current problems regarding the child and the family. Students will obtain practice in problem solving and committee projects.

312. Advanced Problems in Food Investigation—(3 Sem. Hrs.)
A survey of methods used in the experimental study of foods and food preparation. Opportunity for individual and small group investigations.

401. Supervision of Student Teaching in Home Economics—(3 Sem. Hrs.)
Responsibilities of the supervisor of student teaching, the objectives of the student teaching program in Home Economics, techniques of supervision, and evaluation of student teaching. Practical experience in a student teaching program and preparation of supervisory materials.

404. Curriculum Development in Home Economics—(3 Sem. Hrs.)
Principles of curriculum development as applied to Home Economics. Attention given to organization, methods, materials and evaluation in relation to type of program and age level. Opportunity to work on individual or group problems.

409. Recent Trends in Home Economics—(2 Sem. Hrs.)
Developments in the field as reflected in more recent practices, survey of methods and materials being used, and review of current professional literature.

410. Family Housing Problems—(3 Sem. Hrs).
Consideration of current trends and problems in housing with emphasis on family living as related to asthetic, social, economic, and managerial aspects.

414. Special Problems in Clothing—(3 Sem. Hrs.)
Individual problems in clothing construction.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)
Independent study culminating in a thesis or a carefully written report on a research project.

INDUSTRIAL ARTS

300. Contemporary Industrial Arts Education—(2 Sem. Hrs.)
Prominent leaders and analysis of trends in industrial arts education.

310. Industrial Arts in the Elementary School—(2 Sem. Hrs.)
Educational principles underlying industrials arts and their application in the elementary activity program.

321. Principles of General Shop Organization—(2 Sem. Hrs.)
Organizing and teaching procedures in the multiple activity shop.

332. Materials and Methods of Teaching Safety—(2 Sem. Hrs.)
Materials and safety measures appropriate for schools, recreation, and traffic.

400. Foundations of Industrial Education—(3 Sem. Hrs.)
Underlying movements and philosophies which have influenced the development of industrial education.

402. Evaluation Techniques in Industrial Education—(3 Sem. Hrs.)
Historical background of measurement in industrial education; examination of objectives and methods; evaluation of student abilities and growth; evaluation of housing and equipment.

403. Seminar in Industrial Arts—(2 Sem. Hrs.)
Critical evaluation of research studies, problems, and thesis plans.

404. Special Projects in Industrial Arts—(3 Sem. Hrs.)
Project selection, individual construction, and mass production techniques and problems in school and industry. Some laboratory work will be done.

405. Improvement of Instruction in Industrial Arts—(3 Sem. Hrs.)
Objectives, content, and techniques for improving the teaching of industrial arts.

411. Occupational and Job Analysis—(2 Sem. Hrs.)
Techniques and procedures of analyzing industrial occupations and jobs into their basic elements for instructional purposes.

431. Organization and Administration of Industrial Education—(3 Sem. Hrs.)
Consideration of the problems confronting the teacher and administrator and the basis for their solution.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)
Independent study culminating in a thesis or a carefully written report on a research project.

LATIN

301. History of Latin Literature—(3 Sem. Hrs.)
Development of Latin literature from its beginning to the close of the Republic. Translation of representative selections from the writers of this period.

302. History of Latin Literature—(3 Sem. Hrs.)
Special attention to the works of writers of the Empire period.

401. Suetonius' Lives of the Caesars—(2 Sem. Hrs.)
Translation of the biographies of some of the most important of the Caesars and a study of the place of the Caesars in history. Designed to give the teacher of Latin a good historical background.

405. The Elegiac Poets—(2 Sem. Hrs.)
Readings from the Roman elegiac poets; the influence of these poets upon English and American literature.

410. Advanced Latin Prose Composition—(2 Sem. Hrs.)
Application of the major principles of Latin grammar and syntax in writing connected discourse based on different Latin authors as a means of developing facility in the use of Latin forms and constructions.

415. Vergil's Georgics and Eclogues—(2 Sem. Hrs.)
Reading of the Georgics and Eclogues of Vergil; the style of Latin pastoral and didactic poetry.

421. History of the Latin Language—(2 Sem. Hrs.)
Development of the Latin language with attention directed to the grammatical forms and syntactical usage in selected writings of the early classical, and post-classical authors. Some treatment of the relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of Latin elements in English.

424. Problems in the Teaching of Latin (2 Sem. Hrs.)
Aims, subject matter, and methods of the teaching of Latin in the light of new emphases in the high-school curriculum. Critical examination of current

high-school texts, preparation of syllabi and tests, and a study of audio-visual materials available for Latin classes.

499. Thesis or Research Project—(1 or 2 Sem. Hrs.)
Independent study culminating in a thesis or a carefully written report on a research project.

MATHEMATICS

Students with a teaching field in Mathematics must take Mathematics 320, 421, and 422.

301. Special Problems in the Teaching of Arithmetic—(2 Sem. Hrs.)
Significant problems, points of view, and trends in the teaching or arithmetic. Investigation of research related to organization, content, and techniques in this field. *Prerequisite:* Foundations in Arithmetic 201 or teaching experience. Students who have a first or second teaching field in Mathematics are not required to meet this prerequisite.

314. Theory of Equations—(2 Sem. Hrs.)
Special methods of solving higher equations, symmetric functions, and factorization theorems. *Prerequisite*: Integral Calculus 116.

320. History of Mathematics—(3 Sem. Hrs.)
History of modern mathematics and recent developments. *Prerequisites* Integral Calculus 116.

330. Mathematics of Finance—(2 Sem. Hrs.)
Application of mathematics in various fields of finance, with emphasis on problems of investments and insurance. *Prerequisite*: College Algebra 114.

340. Linear Differential Equations—(2 Sem. Hrs.)
Methods of solutions of linear differential equations of first and second orders. *Prerequisite*: Integral Calculus 116.

360. Field Work in Mathematics—(2 Sem. Hrs.)
Mathematical applications designed to acquaint the teacher of junior and senior high school geometry or trigonometry with practical operation of transit, level, plane table, sexant, angle mirror and alidade. Applications are drawn from problems associated with surveying, leveling, map making, and various examples of indirect measurement. *Prerequisite*: Mathematics 116.

412. Projective Geometry—(2 Sem. Hrs.)
Theory of descriptive geometry and elementary projective geometry. *Prerequisite*: College Geometry 211.

421. Special Problems in the Teaching of High-School Algebra—(3 Sem. Hrs.)
Experimentation in the teaching of high-school algebra.

422. Special Problems in the Teaching of High-School Geometry—(3 Sem. Hrs.)
Experimentation in the teaching of high-school geometry.

423. Teaching and Supervision of Secondary School Mathematics—(2 Sem. Hrs.)
Administrative and teaching problems of concern to critics in a laboratory school, heads of departments, and supervisors of secondary school mathematics; prevalent practice, research, and national committee recommendations for provision of professional, vocational, and general education needs of secondary school pupils; critical evaluation of prevalent testing programs and their effect upon mathematical achievement.

440. Applied Differential Equations—(2 Sem. Hrs.)
Application of differential equations in applied science as recommended by the American Mathematical Association. *Prerequisite*: Integral Calculus 116.

450. Mathematics of Statistics—(2 Sem. Hrs.)

Development of the mathematics of statistics; introduction to the theory of probability; curve fitting; frequency curves; distribution; measures of dispersion; the theory of correlation. *Prerequisite:* Integral Calculus 116.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)

Thesis or research project dealing with a specific problem in the teaching of mathematics.

MUSIC

301. Form and Analysis in Music—(2 Sem. Hrs.)

Structure of classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

302. Form and Analysis in Music—(3 Sem. Hrs.)

Continuation of Music 301 with emphasis on harmonic structure.

305. Composition—(3 Sem. Hrs.)

Free composition in larger forms with opportunities for performance of original works for voices, instrumental combinations or full orchestra.

310. Music of Western Europe—Summer Only—(2-8 Sem. Hrs.)

Field work in Great Britian, France, Germany, Austria, Switzerland, and Italy. Part of the regular summer session and runs concurrently with it. Time will be spent in the field attending leading music festivals and visiting places of musical significance. Intensive study conducted prior to departure, on board ship, and/or between travels. Examinations will be given during return trip. *Prerequisite:* Approval of Instructor.

315. Music in America—(3 Sem. Hrs.)

Indigenous and borrowed influences in American music from the time of the early settlements through periods of expansion to present day activities. A background of American musical style and culture and an understanding of present trends will be developed.

351. The Opera—(2 Sem. Hrs.)

Historical development of the opera with emphasis on stylistic elements and trends of the various periods. Study of the plots and music through recordings, piano scores, full scores as well as live performances.

353. History of Musical Instruments—(2 Sem. Hrs.)

Evolution of musical instruments from the origins to the present, with particular regard to music and general culture. The development of primitive, Oriental and Western instruments.

360. Psychology of Music Education—(3 Sem. Hrs.)

Investigation of the psychological attributes of sound and their effects upon the behavior of the human organism.

361. Tests and Measurements in Music—(3 Sem. Hrs.)

Bases upon which aptitude and achievement in music have been and may be measured.

400. Seminar in Music Education—(2 Sem. Hrs.)

Individual and group study of trends, practices, and problems in the field of music education.

402. Teaching of Theory—(2 Sem. Hrs.)

Analysis of current practices in the teaching of theory; techniques of teaching theory during the regular rehearsal of performing groups and an analysis of source material. Project: the development of a practical course in theory as it relates to the student's own teaching situation. *Prerequisite*: Teaching experience or advanced standing in theory.

404. Chromatic Harmony—(3 Sem. Hrs.)

Practical experience in writing polyphonically and homophonically using various kinds of embellishments and chromatically altered tones. A major

creative project is required. This may be in the form of an original composition, arrangement, or transcription.

405. Special Projects—(2 Sem. Hrs.)

Investigation of one or more selected topics in music performance and/or learning including the relationship and application of the findings to music education.

410. Experimental Studies—(3 Sem. Hrs.)

Experimental method as applied to problems of music learning, including a survey of research of music education and related areas. An individual experimental term project will be required.

413. Choral Techniques—(2 Sem. Hrs.)

Clinical aspects of the chorus rehearsal, contemporary choral practices, repertoire and source material, interpretation and program building. *Prerequisite*: Courses in Conducting or practical experience.

424. Contemporary Practices in Music Education—(3 Sem. Hrs.)

Point of view in music education, potentialities of music as an agency for human growth, place and function of music in the curriculum, organization of musical experience and materials for effective learning, techniques of evaluation in music education, supervision and administration of music education from kindergarten through junior college, and music education in the community.

425. Music Education in the Elementary School—(3 Sem. Hrs.)

Point of view in music education, potentialities of music as an agency for human growth, place and function of music in the curriculum, organization of musical experiences and materials for effective learning, and music education in the community. Designed for classroom teachers and principals of elementary schools.

426, 427, 428, 429. Applied Music—(2 Sem. Hrs.)

Intensive study in certain media of performance.

436. Conducting—(2 Sem. Hrs.)

Critical examination of scores with reference to tempo, phrasing, nuance, balance, timbre, and the baton techniques involved. For directors of experience.

452. The Symphony—(3 Sem. Hrs.)

Survey of the symphony orchestra and symphonic literature from early 18th century to the present day. Study through recordings, orchestral scores and piano scores.

456. Instrumental Techniques—(3 Sem. Hrs.)

Problems and procedures in developing instrumental classes and organizations.

465. Sensory Integration in Music Learning—(2 Sem. Hrs.)

Practical considerations necessary for the operation and use in the classroom of audio-visual aids to music learning.

466. Tonal Measurment—(3 Sem. Hrs.)

Physical measurement of musical tone in relation to the problems of the classroom, the rehearsal, and the performance.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)

Individual investigation of a specific problem in the field of music education. This project may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area within the field.

PHYSICAL SCIENCE (Chemistry)

310. Organic Chemistry—(3 Sem. Hrs.)

Survey of organic chemistry for students who have had four to six hours of undergraduate organic chemistry. *Prerequisite*: Organic Chemistry 207.

312. Qualitative Organic Analysis—(3 Sem. Hrs.)

A course in the identification of organic compounds. *Prerequisite*: Organic Chemistry 212 or 310.

321. Physical Chemistry—(5 Sem. Hrs.)
First of a series in theoretical chemistry dealing with the properties of gasses, liquids, solids, solutions, elementary thermodynamics, and colloids. *Prerequisite*: General Physics 151, Quantitative Analysis 204, and Integral Calculus 116.

324. Physical Chemistry—(5 Sem. Hrs.)
Continuation of Physical Science 321, embracing equilibrium, chemical kinetics, electrcial conductance, electrolytic equilibrium, hydrolysis, polarization, photo-chemistry, radioactivity, atomic structure, and quantum theory. *Prerequisite*: Physical Chemistry 321.

341. Advanced Inorganic Chemistry—(3 Sem. Hrs.)
Interpretation and discussion of the subject matter of inorganic chemistry from the viewpoint of modern theory. *Prerequisite*: Quantitative Analysis 204.

342. Descriptive Inorganic Chemistry—(3 Sem. Hrs.)
Inorganic free radicals, carbonyls, metallo-organic compounds, hydrides, non-acqueous solution. *Prerequisite*: Quantitative Analysis 204.

351. Instrumental Methods of Analysis—(3 Sem. Hrs.)
Analysis by means of optical and electrical principles and instruments, including methods as colorimetry, nephelometry, spectrophotometry, electrometric titrations, polarography, etc. *Prerequisite:* Physical Science 151 and 204.

401. History of Chemistry—(2 Sem. Hrs.)
Development of chemistry from early times to the present.

402. Chemical Literature—(2 Sem. Hrs.)
Chemical literature and the most effective methods of using chemical literature are discussed.

403. Problems in the Teaching of High School Physical Science—(2 Sem. Hrs.)
Service course for physical science teachers dealing with a consideration of improved techniques, current literature, free and low cost materials, etc. Emphasis on the solution of specific problems that have confronted teachers of physical science in the classroom and laboratory. This course is to be taught on a workshop basis.

411 and 412. Seminar in Chemistry—(1 Sem. Hr.)
Survey of the current work in chemistry both in pure research and in the application of the newer theories of chemistry to the teaching of chemistry on the secondary level.

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)
Each student will select a problem for intensive investigation.

SOCIAL SCIENCE

315. Public Finance—(3 Sem. Hrs.)
Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

320. European Background of American History—(3 Sem. Hrs.)
European origins of American arts and institutions based on an analysis of the American scene and the tracing of European influences to the sources.

324. Selected Studies in European History—(2 Sem. Hrs.)
General field of study covered in the course will vary every semester according to the interests and needs of students and the availability of instructors.

331. Lincoln: the Man and His Times—(2 Sem. Hrs.)
Emphasis on the use of biography and collections of Lincoln materials both private and public. Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

333. History of the Mississippi Valley—(3 Sem. Hrs.)
Study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

334. Foreign Relations Since 1898—(3 Sem. Hrs.)
American diplomacy in the Far East, Latin America, and Europe; conflicting ideologies and interests; alignments and objectives from the Spanish-American War to World War II.

335. Study and Teaching of History—(2 Sem. Hrs.)
Development of the emphasis in content, writing, and organization of materials employed in the study and teaching of history. Attention directed toward the relation of the subject to allied subjects and to its place in the curriculum. Useful to prospective and experienced teachers in the junior and senior high schools and in junior colleges. *Prerequisite*: Sixteen semester hours in history.

357. Comparative Government—(2 Sem. Hrs.)
To broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

358. Public Opinion and Propaganda—(3 Sem. Hrs.)
Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

361. Cultural Anthropology—(2 Sem. Hrs.)
Examination of family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples as a background for curricular materials in the elementary school.

363. Child Welfare Services—(3 Sem. Hrs.)
Examination of policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements.

367. Criminology—(2 Sem. Hrs.)
Intensive study of the causes of crime and delinquency, together with the recognition, detection, and prevention of criminal acts. Attention given to roles to be assumed by contemporary institutions in preventing crime; also to the evolution of penology and current practices in penal care.

368. Regionalism in the United States—(2 Sem. Hrs.)
Cultural aspects of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music, and drama. An examination of the population, institutions, folkways and personality traits in specific areas. Attention given to the region in the formulation of the curriculum.

410. Social Control of Business—(3 Sem. Hrs.)
Development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

412. Intermediate Economic Theory—(3 Semester Hrs.)
Intense and critical examination of the economic theory underlying the operation of a system of free enterprise.

419. Research Problems in Local History—(3 Sem. Hrs.)
Intensive study of a problem connected with the political, cultural, and social development of Illinois. For advanced students.

436. Makers of American History—(2 Sem. Hrs.)
Interrelationship between men and events graphically and colorfully pre-

sented through the study of biographical materials. Individuals or types to be studied selected by members of the class.

439. Cultural History of the United States—(3 Sem. Hrs.)
American progress in the fine arts, philosophy, literature, and science, and refinement in tastes and manners. Special note is taken of sectional variations and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.

455. Political Thought—(3 Sem. Hrs.)
Contemporary political thought with emphasis on the development of American political ideas. Designed to give the student a solid foundation in democratic ideology. Background information drawn from the history of European political theory.

456. Constitution of the United States—(3 Sem. Hrs.)
Constitution of the United States and its amendments. Structure and fundamentals of American government, significant constitutional principles and trends. Designed to give the prospective teacher the knowledge necessary to teach and vitalize courses in civics and citizenship.

460. Social Theory—(2 Sem. Hrs.)
Social theorists and their theories—Comte, Cooley, Durkheim, Giddings, Gumplowicz, Le Bon, Ratzenhofer, Ross, Small, Spencer, Sumner, Tarde, Thomas, and Ward—will be related to and integrated with educational policies.

469. Educational Sociology—(2 Sem. Hrs.)
Examination of the social implications of the curriculum and the way in which it is derived. Consideration given to the diffusion of culture, the culture lag, social control, and social processes. Selection of current materials which are objective, functional, institutional, and descriptive.

498 and 499. Seminar and Thesis or Research Project—(2 and 2 Sem. Hrs.)
Independent study and research culminating in a thesis or research project.

SPANISH

301. Spanish-American Literature—Summer only—(3 Sem. Hrs.)
History of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools.

401. Don Quixote—Summer only—(3 Sem. Hrs.)
Reading of the Quixote with special attention to problems of interpretation and literary criticism.

SPEECH

311. Advanced Phonetics—(3 Sem. Hrs.)
Review of the production and representation of speech sounds; a study of the methods and devices used in teaching speech sounds to those with defective speech. *Prerequisite*: Previous study of phonetics.

318. Stuttering—(3 Sem. Hrs.)
Study of the research relating to stuttering and of the methods of examination, diagnosis, and remedial procedures. *Prerequisite*: Speech 212 or 215.

323. Discussion Technique—(2 Sem. Hrs.)
Investigation and experimentation in the democratic method of solving problems.

324. Persuasion and Social Control—(2 Sem. Hrs.)
Study of and practice in persuasive speech; its use in social control.

325. Advanced Argumentation and Debate—(2 Sem. Hrs.)
Advanced study in argumentation and debate. *Prerequisite*: Speech 125.

327. Rhetorical Criticism—(3 Sem. Hrs.)
Critical consideration of rhetorical and psychological principles involved in meeting speech situations. *Prerequisite*: Speech 227 or equivalent.

328. British and American Public Address—(3 Sem. Hrs.)
Study of outstanding speakers of Great Britain and the United States from the beginning of the 18th Century to the present and the main issues which motivated them. *Prerequisite*: Speech 227.

352. Aural Rehabilitation—(3 Sem. Hrs.)
Evaluations of limitations in oral communication imposed by hearing losses; training and counseling procedures, theory and practice.

370. Psychology of Speech—(2 Sem. Hrs.)
Acquisition of speech, its function in the development of an integrated personality, its function in communication.

381. Teaching of Speech in the Secondary School—(2 Sem. Hrs.)
Present trends in the teaching of speech and an evaluation of current teaching materials.

415. Seminar in Speech Re-education—(2 Sem. Hrs.)

416. Speech Pathology—(3 Sem. Hrs.)
Etiology of defective speech arising from neurological and structural pathologic conditions and methods of therapy used to remedy such deviations. *Prerequisite*: Speech 212 or 215 and previous study of phonetics.

417.Clinical Practice in Speech Re-education—(1 to 6 Sem. Hrs.)
Supervised work with speech deviates of various types. *Prerequisite*: Speech 212 or 215 and previous study of phonetics.

421. Seminar in Rhetoric—(2 Sem. Hrs.)

450. Clinical Acoustics—(2 Sem. Hrs.)
Advanced testing procedures employing laboratory equipment in conducting extensive hearing studies. *Prerequisite*: Speech 250 or 352.

451. Seminar in Audiology—(2 Sem. Hrs.)

455. Pathologies of Hearing—(2 Sem. Hrs.)
Functional deviations in impaired hearing related to pathologies of the ear as compared with the physiology of the normal ear. *Prerequisite:* Speech 256 or 352.

471. Experimental Phonetics—(2 Sem. Hrs.)
Laboratory course in the study of phenomena prevaling in and accompanying the production of spoken language.

481. Seminar in Speech Education—(2 Sem. Hrs.)

499. Thesis or Research Project—(2 to 4 Sem. Hrs.)
Independent study culminating in a thesis or carefully written report on a research project.

INDEX

Accreditation ... 10
Administration ... 5
Admission ... 13
Admission to candidacy ... 18
Advisory plan ... 20
Art ... 26
Assistantships ... 16
Biological Science ... 27
Bureau of Appointments ... 12
Business Education ... 28
Buildings and equipment ... 10
Calendar ... 4
Chemistry (See Physical Science)
Courses of Instruction ... 26
Credit, definition of ... 25
Curricula ... 22
Degree Requirements ... 19
Departments offering graduate work ... 22
Education and Psychology ... 29
English ... 34
Examination ... 20
Fees and Expenses ... 14
Faculty ... 6, 10
Financial Aids ... 16
French ... 35
General information ... 9
Geography ... 35
Graduate Requirements ... 19
Health and Physical Education ... 36
Health Service ... 12
History (See Social Science)
Home Economics ... 38
Industrial Arts ... 38
Late afternoon, evening, and Saturday classes ... 11
Latin ... 39
Living Accomodations ... 16
Loan Fund ... 16
Marking system ... 17
Master of Science in Education Degree ... 19
Mathematics ... 40
Music ... 41
Part-time load ... 18
Physical Education ... 36
Physical Science (Chemistry) ... 42
Psychology ... 33
Refunds ... 16
Residence requirement ... 19
Scholarship requirement ... 20
Scholarships ... 16
Social Science ... 43
Spanish ... 45
Speech ... 46
Summer session ... 11
Thesis or research project ... 20
Time limitation ... 20
Veterans, Services for ... 11
Withdrawals ... 18